

***HealthSmart* Alignment with  
Oregon  
Health Education Standards**

**Middle School (Grades 6–8)  
Third Edition**

advancing  
health  
equity **etr.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 6

ABST = Abstinence, Puberty & Personal Health    EMH = Emotional & Mental Health  
HIV = HIV, STI & Pregnancy Prevention    NPA = Nutrition & Physical Activity  
TAOD = Tobacco, Alcohol & Other Drug Prevention    VIP = Violence & Injury Prevention

### 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.**

ABST Lessons 1, 2, 3, 5, 6, 8, 9, 10, 11, 16; EMH Lessons 3, 4, 6, 7, 9, 10, 12, 13; HIV Lessons 1, 4, 5, 6, 7, 8, 14; NPA Lessons 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16; TAOD Lessons 2, 3, 4, 5, 6, 7, 11; VIP Lessons 1, 2, 8, 9, 10, 11, 13

**HE.1.6.2 Describe qualities that contribute to a healthy body image. NPA Lesson 11**

**HE.1.6.3 Describe the interrelationships of physical, mental, social, emotional, and environmental health in adolescence. ABST Lessons 4, 7; EMH Lesson 1**

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

ABST Lessons 2, 3; EMH Lessons 2, 13

**HE.1.6.5 Describe ways to reduce or prevent injuries such as accidents, sports/recreational injuries, and substance overdose. ABST Lesson 2; NPA Lesson 8, 15; VIP Lessons 1, 2, 3, 4, 7, 13, 14, 16, 17**

**HE.1.6.6 Describe ways to reduce exposure to the sun. ABST Lesson 2**

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

NPA Lesson 15

**HE.1.6.8 Recognize factors that can affect personal health, including but not limited to family history, socioeconomic status, race, and ethnicity. ABST Lesson 3**

**HE.1.6.9 List how witnesses and bystanders can help prevent violence by reporting dangerous situations. VIP Lessons 8, 10, 11**

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

*HealthSmart does not cover first aid*

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

VIP Lessons 2, 3

**HE.1.6.12 Recognize the role of lifelong fitness activities in maintaining a high quality of life and improving longevity. NPA Lesson 15**

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

ABST Lesson 1; EMH Lessons 7, 8; HIV Lessons 1, 3, 13; NPA Lessons 5, 16; TAOD Lesson 11; VIP Lessons 10, 14

**HE.1.6.14 Identify the factors that contribute to chronic diseases. ABST Lesson 3**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 6

HE.1.6.15 Recognize what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes. [VIP Lesson 7 \[educator tailors lesson to reflect local circumstances\]](#)

HE.1.6.16 Identify the human sexual and reproductive systems including body parts and their functions. [ABST Lessons 5, 6, 8](#); [HIV Lesson 5](#)

HE.1.6.17 Describe personal health care practices that prevent the spread of communicable and non-communicable diseases. [ABST Lesson 3 \[disease in general\]](#); [HIV Lessons 6 \[STI\], 7 \[HIV\], 8 \[STI/HIV\]](#)

HE.1.6.18 Define sexual abstinence as it relates to pregnancy prevention. [ABST Lessons 10, 11](#); [HIV Lesson 1](#)

HE.1.6.19 Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV/STD. [HIV Lessons 6, 7, 8](#)

HE.1.6.20 Describe health care practices related to physical changes during puberty. [ABST Lesson 9](#)

HE.1.6.21 Identify the differences between biological sex, sexual orientation, and gender identity and expression. [ABST Lesson 4](#); [HIV Lesson 2](#)

HE.1.6.22 Describe the physical, social, cognitive and emotional changes of adolescence. [ABST Lessons 5, 6, 7](#)

HE.1.6.23 Define gender roles, gender identity and sexual orientation across cultures. [ABST Lesson 4](#); [HIV Lesson 2](#)

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. [ABST Lesson 4](#); [HIV Lesson 2 \[aspects of sexuality only\]](#)

HE.1.6.25 Define sexual intercourse and its relationship to human reproduction. [ABST Lesson 8](#); [HIV Lessons 2, 5](#)

HE.1.6.26 Identify the characteristics of healthy and unhealthy relationships. [EMH Lesson 4](#); [HIV Lesson 4](#)

HE.1.6.27 Identify that everyone has the right to say who touches their body and how. [ABST Lesson 10](#); [HIV Lesson 3](#); [VIP Lesson 16](#)

HE.1.6.28 Identify how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety. [VIP Lessons 8, 9, 10, 11, 13](#)

HE.1.6.29 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media. [EMH Lesson 13](#)

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. [VIP Lessons 8, 9, 11, 16, 17](#)

HE.1.6.31 List the differences between physical, verbal, relational, sexual, and dating violence. [VIP Lessons 8, 17](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 6

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

[EMH Lessons 4, 5](#); [HIV Lesson 4](#)

HE.1.6.33 Define the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes. [VIP Lesson 8](#)

HE.1.6.34 Identify various methods of contraception, including abstinence, condoms, and emergency contraception. [HIV Lesson 14](#)

HE.1.6.35 Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human. [ABST Lesson 4](#); [HIV Lesson 2](#)

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

[HIV Lesson 14](#)

HE.1.6.37 Identify myths and facts of how STDs are transmitted and not transmitted. [HIV Lessons 6, 7](#)

HE.1.6.38 Identify ways to prevent HIV and other STDs. [HIV Lessons 6, 7, 8](#)

HE.1.6.39 Recognize the importance of getting tested for HIV and other STDs when people are sexually active. [HIV Lesson 8](#)

HE.1.6.40 Identify the potential impacts of power differences such as age, status or position within relationships, including friendships. [VIP Lesson 9 \[in relation to bullying\]](#)

HE.1.6.41 Identify consent as a freely given yes.

[HIV Lesson 3](#); ; can also be added to [ABST Lesson 10](#) and [VIP Lesson 16](#)

HE.1.6.42 Describe how consent is a foundational principle in healthy sexuality and in violence prevention. [HIV Lesson 3](#); can also be added to [ABST Lesson 10](#) and [VIP Lesson 16](#)

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

[HIV Lesson 3](#); [ABST Lesson 10](#); [VIP Lesson 16](#)

HE.1.6.44 Identify why a person who has been raped or sexually assaulted is not at fault. [VIP Lesson 17](#)

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

[TAOD Lesson 2](#); [VIP Lessons 2, 3](#)

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

[TAOD Lessons 2, 3, 4, 5, 6, 7, 8](#)

HE.1.6.47 State the stages of addiction. [TAOD Lesson 6](#)

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.

[ABST Lesson 3 \[pollution/poisons covered briefly\]](#); [TAOD Lesson 3 \[secondhand smoke only\]](#)

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

[TAOD Lesson 1](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 6

HE.1.6.50 Explain the dangers and legal issues related to the use of steroids, performance enhancing drugs and controlled substances. [TAOD Lessons 4, 5, 7, 8, 12](#)

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. [TAOD Lesson 12](#)

HE.1.6.52 Identify between healthy eating, disordered eating, and eating disorders. [NPA Lessons 12, 13](#)

HE.1.6.53 Recognize the importance of variety and moderation in food selection and consumption. [NPA Lessons 2, 3](#)

HE.1.6.54 Identify personal stressors at home, in school and community and strategies to reduce stress. [EMH Lessons 9, 10, 11](#)

HE.1.6.55 Identify the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide. [EMH Lesson 8](#)

HE.1.6.56 Recognize the roles of problem-solving, anger management and impulse control have on preventing violence. [EMH Lesson 7; VIP Lessons 8, 13, 14](#)

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. [ABST Lessons 10, 12; NPA Lesson 11](#)

HE.2.6.2 Identify how the school and community can affect personal health practices and behaviors. [ABST Lesson 12; EMH Lesson 2; TAOD Lesson 10](#)

HE.2.6.3 Examine how messages from media influence health behaviors. [ABST Lesson 12; NPA Lessons 9, 11; TAOD Lessons 13, 14; VIP Lesson 13](#)

HE.2.6.4 Describe how peers influence healthy and unhealthy behaviors. [ABST Lesson 12, 13; EMH Lesson 4; NPA Lessons 9, 10, 11; TAOD Lesson 9, 11, 15; VIP Lessons 5, 11, 13](#)

HE.2.6.5 Describe how friends and family can influence ideas about body image. [NPA Lesson 11](#)

HE.2.6.6 Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use. [TAOD Lesson 9](#)

HE.2.6.7 Examine the impact of technology and social media on various types of relationships. [EMH Lesson 13](#)

HE.2.6.8 Recognize the influence of technology on personal and family health. [EMH Lesson 13; VIP Lesson 9 \[cyberbullying\]](#)

HE.2.6.9 Identify how food choices are influenced by culture, family, media, technology, peers, body image and emotions. [NPA Lesson 9](#)

HE.2.6.10 Examine how the family influences the health of adolescents. [ABST Lesson 12; EMH Lesson 4; NPA Lessons 9, 11; TAOD Lessons 9, 12](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 6

HE.2.6.11 Consider potential impacts of power differences (e.g., age, status or position) within friendships, on self and others. [VIP Lesson 9 \[in relation to bullying\]](#)

HE.2.6.12 Recognize influences that may affect self-esteem (e.g., peers, media, and adults). [EMH Lesson 3](#)

HE.2.6.13 Identify how the perceptions of norms influence healthy and unhealthy behaviors. [ABST Lesson 13](#); [HIV Lesson 1](#); [TAOD Lesson 1](#); [VIP Lesson 1](#)

HE.2.6.14 Explain the influence of personal values and beliefs on individual health practices and behaviors. [ABST Lesson 12](#); [TAOD Lesson 9](#)

HE.2.6.15 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. [TAOD Lesson 2](#)

HE.2.6.16 Identify the influences that may encourage young people to engage in risky, addictive behaviors. [TAOD Lesson 9](#); [VIP Lessons 1, 8](#)

HE.2.6.17 Recognize factors that influence a healthy, active lifestyle. [ABST Lessons 1, 2, 3](#); [NPA Lesson 9](#)

HE.2.6.18 Examine how school and public health policies can influence health promotion and disease prevention. [TAOD Lesson 12](#)

HE.2.6.19 Investigate external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity. [HIV Lesson 2](#)

HE.2.6.20 Examine factors that may influence condom use and other safer sex decisions. [HIV Lessons 9, 12, 13](#)

HE.2.6.21 Explain how family and friends can influence one's beliefs about what constitutes a healthy intimate relationship. [HIV Lesson 4 \[may want to enhance discussion of influences\]](#)

HE.2.6.22 Investigate external influences and societal messages that impact attitudes about interpersonal violence. [VIP Lessons, 8, 13](#)

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. [TAOD Lessons 5, 12](#)

HE.3.6.2 Explain the validity of health information, products, and services. [ABST Lessons 1, 4](#); [NPA Lesson 1](#)

HE.3.6.3 Describe strategies for accessing information and tools to lead a healthy, active lifestyle for adolescents. [ABST Lesson 1](#); [NPA Lessons 1, 4](#)

HE.3.6.4 Describe situations that may require professional health services. [ABST Lesson 9](#); [EMH Lesson 8](#); [HIV Lesson 8](#); [NPA Lesson 13](#); [VIP Lesson 17](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 6

HE.3.6.5 Determine the accessibility of products that enhance health. [HIV Lesson 12](#)

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.

[TAOD Lesson 12](#); [VIP Lesson 17](#)

HE.3.6.7 Identify sources of medically accurate information about human sexual and reproductive anatomy. [ABST Lesson 4](#)

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. [ABST Lessons 4, 5, 6, 7, 9](#); [HIV Lessons 1, 5](#)

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. [ABST Lessons 4, 7](#); [HIV Lessons 1, 5, 8](#)

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

[Can add to discussion in EMH Lessons 4, 5](#); [HIV Lesson 4](#)

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. [EMH Lesson 8](#); [VIP Lesson 17](#)

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. [HIV Lesson 2 \[can add to discussion\]](#); [VIP Lesson 10 \[bullying for any reason\]](#)

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

[EMH Lesson 8 \[not explicit for abuse, but could be added\]](#); [VIP Lesson 17](#)

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

[HIV Lessons 6, 7](#)

HE.3.6.15 Identify medically accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception. [ABST Lesson 9](#); [HIV Lessons 1, 5, 14\]](#)

HE.3.6.16 Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care. [HIV Supplemental Lesson](#)

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. [ABST Lessons 7, 10, 14](#); [EMH Lessons 5, 12](#); [HIV Lesson 10, 13](#); [NPA 10](#); [TAOD Lesson 15](#); [VIP Lesson 5](#)

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

[EMH Lesson 8](#); [VIP Lessons 10, 15, 17](#)

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

[ABST Lesson 15](#); [HIV Lessons 11, 13](#); [NPA Lesson 10](#); [TAOD Lessons 15, 16](#); [VIP Lesson 5](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 6

HE.4.6.4 Explain effective conflict management or resolution strategies. [VIP Lessons 14, 15](#)

HE.4.6.5 Identify how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. [ABST Lesson 4; HIV Lesson 2](#)

HE.4.6.6 Explain communication skills that foster healthy relationships. [EMH Lesson 5](#)

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

[ABST Lesson 15; HIV Lessons 11, 13; NPA Lesson 10; TAOD Lessons 15, 16; VIP Lesson 5](#)

HE.4.6.8 List a variety of clear communication skills to report and/or access help in dangerous situations. [EMH Lesson 8; VIP Lessons 10, 15, 16](#)

HE.4.6.9 Explain effective communication skills about the use of contraception including abstinence, condoms, and other safer sex practices. [ABST Lessons 14, 15; HIV Lessons 11, 13](#)

HE.4.6.10 Explain effective communication skills to ensure affirmative consent in all sexual relationships. [HIV Lesson 3; ABST Lesson 14; HIV Lesson 11](#)

HE.4.6.11 Explain the use of effective communication skills to reduce or eliminate risk for STDs, including HIV. [HIV Lessons 11, 13](#)

HE.4.6.12 Explain effective skills to negotiate agreements about the use of technology in relationships. [Not covered explicitly, can be added to EMH Lesson 5 and/or 13](#)

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. [EMH Lesson 14; HIV Lesson 9; VIP Lesson 6](#)

HE.5.6.2 Identify protective factors and barriers that can impact healthy decision making. [EMH Lesson 14; HIV Lesson 9; VIP Lesson 6](#)

HE.5.6.3 Analyze when assistance is needed in making a health-related decision. [EMH Lesson 14; HIV Lesson 9; VIP Lesson 6](#)

HE.5.6.4 Recognize healthy options when making a decision about health-related issues or problems. [EMH Lesson 14; HIV Lesson 9; VIP Lesson 6](#)

HE.5.6.5 Describe how to use a decision-making process to avoid or refuse addictive or harmful substances and/or behaviors. [Not covered](#)

HE.5.6.6 Recognize when individual or collaborative decision making is appropriate. [EMH Lesson 14; HIV Lesson 9; VIP Lesson 6](#)

HE.5.6.7 Describe the decision-making process to practice safety in and around motor vehicles. [VIP Lesson 6](#)

HE.5.6.8 List healthy and unhealthy options to health-related issues or problems. [EMH Lesson 14; HIV Lesson 9; VIP Lesson 6](#)



# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 6

HE.5.6.9 Describe how the decision-making process can be used to enhance or establish healthy relationships. [EMH Lesson 14](#)

HE.5.6.10 Practice a decision-making process to make healthy choices around sexual health. [HIV Lesson 9](#)

HE.5.6.11 Practice a decision-making process to give or receive consent. [Not covered explicitly, could add to HIV Lessons 3 or 9](#)

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. [EMH Lesson 15; NPA Lesson 16](#)

HE.6.6.2 List personal health practices that lead to a healthy lifestyle. [EMH Lessons 1, 15; NPA Lessons 3, 9, 14, 16](#)

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. [EMH Lesson 15; NPA Lessons 16, 17](#)

HE.6.6.4 Develop achievable goals which focus on increasing a healthy self-image and managing stress in a positive way. [EMH Lesson 15 \[if selected\]](#)

HE.6.6.5 Create a goal to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying). [VIP Lesson 10 \[not a formal goal, but advocacy activity implies\]](#)

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. [VIP Lesson 4 \[not a formal goal, but advocacy activity implies\]](#)

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. [NPA Lessons 16, 17](#)

HE.6.6.8 Recognize how personal health goals can vary with changing abilities, priorities, and responsibilities. [EMH Lesson 15; NPA Lesson 17](#)

HE.6.6.9 Set a personal goal to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence). [VIP Lesson 6 \[if selected\]](#)

HE.6.6.10 Identify a personal goal to treat your partners with dignity and respect. [EMH Lesson 15 \[if selected\]](#)

HE.6.6.11 Identify a personal goal to be treated with dignity and respect. [EMH Lesson 15 \[if selected\]](#)

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. [ABST Lessons 3, 9; EMH Lessons 2, 3, 6, 7; HIV Lessons 3, 5, 8; NPA Lessons 3, 14; TAOD Lesson 17; VIP Lessons 2, 5](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 6

HE.7.6.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. [ABST Lessons 2, 3, 14](#); [EMH Lesson 11](#); [HIV Lesson 2](#); [NPA Lessons 4, 5, 7, 11, 15, 17](#); [TAOD Lesson 10](#); [VIP Lesson 15](#)

HE.7.6.3 Identify healthy ways to maintain a healthy body weight. [NPA Lesson 12](#)

HE.7.6.4 List personal strategies for minimizing potential harm from exposure to the sun. [ABST Lesson 2](#)

HE.7.6.5 Conduct a personal dietary assessment using the USDA guidelines. [NPA Lesson 3](#)

HE.7.6.6 Choose effective ways to promote respect for self and others, including others who are different from you. [ABST Lesson 4](#); [EMH Lesson 2](#); [HIV Lesson 2](#)

HE.7.6.7 Recognize techniques for managing personal stressors with peers, at home, in school, and community. [EMH Lessons 10, 11](#)

HE.7.6.8 Identify ways to be physically active throughout a lifetime. [NPA Lessons 14, 15](#)

HE.7.6.9 Identify the early signs of stress. [EMH Lesson 9](#)

HE.7.6.10 Identify behaviors to avoid or reduce health risks to self and others. [ABST Lesson 3](#); [EMH Lessons 7, 11](#); [HIV Lessons 12, 13](#); [NPA Lesson 8, 15](#); [TAOD Lessons 10, 17](#); [VIP Lessons 2, 3, 5, 7, 10, 11, 15](#)

HE.7.6.11 Demonstrate personal health care practices that prevent the spread of communicable disease. [ABST Lesson 3](#); [HIV Lesson 12 \[STI/HIV\]](#)

HE.7.6.12 Describe ways to manage the physical and emotional changes associated with puberty, including personal health care practices. [ABST Lessons 7, 9](#)

HE.7.6.13 Identify the steps to correctly use a condom. [HIV Lesson 12](#)

HE.7.6.14 List criteria for evaluating the health of a relationship. [EMH Lesson 4](#)

HE.7.6.15 List ways to treat your friends, family and partner with dignity and respect. [EMH Lessons 3, 4](#)

HE.7.6.16 Describe strategies to use social media safely, legally and respectfully. [EMH Lesson 13](#); [VIP Lesson 11 \[in context of cyberbullying\]](#)

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. [ABST Lessons 2, 11](#); [HIV Lesson 2](#); [NPA Lesson 6](#); [TAOD Lessons 14, 17](#); [VIP Lessons 4, 12](#)

HE.8.6.2 Describe how to influence and support others to make positive health choices. [ABST Lessons 2, 11, 13](#); [EMH Lesson 13](#); [HIV Lesson 5](#); [NPA Lesson 6](#); [TAOD Lessons 14, 17](#); [VIP Lessons 4, 12](#)

HE.8.6.3 Identify how to promote empathy for individual differences. [HIV Lesson 2](#); [VIP Lesson 12](#)

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. [EMH Lesson 2](#); [HIV Lesson 2](#); [TAOD Lesson 17](#); [VIP Lessons 10, 12](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 6

**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.**

**EMH Lesson 2; HIV Lesson 2; TAOD Lesson 17; VIP Lessons 10, 12**

**HE.8.6.6 Work cooperatively to advocate for respect of diversity of individuals, families, and schools that fosters safety in learning and achievement.** **HIV Lesson 2; VIP Lesson 10, 12**

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

**HIV Lesson 2 [may want to enhance discussion of policies]**

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

**HIV Lessons 6, 7, 8**

**HE.8.6.9 Investigate school policies and programs that promote healthy relationships and a safe and inclusive environment for all.** **HIV Lesson 2 [may want to enhance discussion of policies]**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 7

ABST = Abstinence, Puberty & Personal Health    EMH = Emotional & Mental Health  
HIV = HIV, STI & Pregnancy Prevention    NPA = Nutrition & Physical Activity  
TAOD = Tobacco, Alcohol & Other Drug Prevention    VIP = Violence & Injury Prevention

### 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.**

ABST Lessons 1, 2, 3, 5, 6, 8, 9, 10, 11, 16; EMH Lessons 3, 4, 6, 7, 9, 10, 12, 13; HIV Lessons 1, 4, 5, 6, 7, 8, 14; NPA Lessons 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16; TAOD Lessons 2, 3, 4, 5, 6, 7, 11; VIP Lessons 1, 2, 8, 9, 10, 11, 13

**HE.1.7.2 Describe qualities that contribute to a healthy body image.** NPA Lesson 11

**HE.1.7.3 Explain the interrelationships of physical, mental, social, emotional, and environmental health in adolescence.** ABST Lessons 4, 7; EMH Lesson 1

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

ABST Lessons 2, 3; EMH Lessons 2, 13

**HE.1.7.5 Explain ways to reduce or prevent injuries such as accidents, sports/recreational injuries, and substance overdose.** ABST Lesson 2; NPA Lesson 8, 15; VIP Lessons 1, 2, 3, 4, 7, 13, 14, 16, 17

**HE.1.7.6 Describe ways to reduce exposure to the sun.** ABST Lesson 2

**HE.1.7.7 Explain the physical, academic, mental, and social benefits of physical activity and the relationship to one's overall health.** NPA Lesson 15

**HE.1.7.8 Describe factors that can affect personal health, including but not limited to family history, socioeconomic status, race, and ethnicity.** ABST Lesson 3

**HE.1.7.9 Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.** VIP Lessons 8, 10, 11

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

*HealthSmart does not cover first aid*

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

VIP Lessons 2, 3

**HE.1.7.12 Explain the role of lifelong fitness activities in maintaining a high quality of life and improving longevity.** NPA Lesson 15

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

ABST Lesson 1; EMH Lessons 7, 8; HIV Lessons 1, 3, 13; NPA Lessons 5, 16; TAOD Lesson 11; VIP Lessons 10, 14

**HE.1.7.14 Identify the factors that contribute to chronic diseases.** ABST Lesson 3

**HE.1.7.15 Explain what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes.** VIP Lesson 7 [educator tailors lesson to reflect local circumstances]

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 7

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

HIV Lesson 5; NPA Lesson 12; TAOD Lessons 7, 8; VIP Lesson 1, 2, 8, 13

HE.1.7.17 Describe the human sexual and reproductive systems including body parts and their functions. ABST Lessons 5, 6, 8; HIV Lesson 5

HE.1.7.18 Analyze personal health care practices that prevent the spread of communicable and non-communicable diseases. ABST Lesson 3 [disease in general]; HIV Lessons 6 [STI], 7 [HIV], 8 [STI/HIV]

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

ABST Lessons 10, 11; HIV Lesson 1

HE.1.7.20 Define how HIV and STDs can be spread through sexual contact with someone who has HIV/STD. HIV Lessons 6, 7, 8

HE.1.7.21 Explain health care practices related to physical changes during puberty. ABST Lesson 9

HE.1.7.22 Define the differences between biological sex, sexual orientation, and gender identity and expression. ABST Lesson 4; HIV Lesson 2

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

ABST Lessons 5, 6, 7

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

ABST Lesson 4; HIV Lesson 2 [will need to add culture emphasis]

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.

ABST Lesson 4; HIV Lesson 2 [aspects of sexuality only]

HE.1.7.26 Describe sexual intercourse and its relationship to human reproduction. ABST Lesson 8;

HIV Lessons 1, 5

HE.1.7.27 Define the characteristics of healthy and unhealthy relationships. EMH Lesson 4; HIV Lesson 4

HE.1.7.28 Discuss why everyone has the right to say who touches their body and how.

ABST Lesson 10; HIV Lesson 3; VIP Lesson 16

HE.1.7.29 Describe a range of ways people express affection within various types of relationships.

ABST Lesson 10

HE.1.7.30 Explain how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety. VIP Lessons 8, 9, 10, 11, 13

HE.1.7.31 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media. EMH Lesson 13

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. VIP Lessons 8, 9, 11, 16, 17

HE.1.7.33 Describe the differences between physical, verbal, relational, sexual, and dating violence.

VIP Lessons 8, 17

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 7

HE.1.7.34 Discuss how to build and maintain healthy family, peer, and dating relationships.

EMH Lessons 4, 5; HIV Lesson 4

HE.1.7.35 Define the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes. VIP Lesson 8

HE.1.7.36 Define various methods of contraception, including abstinence, condoms, and emergency contraception. HIV Lesson 14

HE.1.7.37 Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human. ABST Lesson 4; HIV Lesson 2

HE.1.7.38 Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.

HIV Lesson 14

HE.1.7.39 Define the myths and facts of how STDs are transmitted and not transmitted.

HIV Lessons 6, 7

HE.1.7.40 Define ways to prevent HIV and other STDs. HIV Lessons 6, 7, 8

HE.1.7.41 Describe the importance of getting tested for HIV and other STDs when people are sexually active. HIV Lesson 8

HE.1.7.42 Describe the potential impacts of power differences such as age, status or position within relationships. VIP Lesson 9 [in relation to bullying]

HE.1.7.43 Define consent as a freely given yes.

HIV Lesson 3; ; can also be added to ABST Lesson 10 and VIP Lesson 16

HE.1.7.44 Discuss how affirmative consent mitigates confusion within a sexual relationship.

HIV Lesson 3; can also be added to ABST Lesson 10 and VIP Lesson 16

HE.1.7.45 Describe why no one has the right to touch anyone else without giving and receiving consent. HIV Lesson 3; ABST Lesson 10; VIP Lesson 16

HE.1.7.46 Explain why a person who has been raped or sexually assaulted is not at fault. VIP Lesson 17

HE.1.7.47 Recognize the signs and symptoms of a pregnancy.

Not covered explicitly, could be added to ABST Lesson 8 and HIV Lesson 5

HE.1.7.48 Describe the impact of alcohol, tobacco and other drugs on unintentional injury.

TAOD Lesson 2; VIP Lessons 2, 3

HE.1.7.49 Compare and contrast the short-and long-term effects of addictive substances and behaviors. TAOD Lessons 2, 3, 4, 5, 6, 7, 8 [may need to make compare/contrast more explicit]

HE.1.7.50 Explain the stages of addiction and its effects on the adolescent brain. TAOD Lesson 6

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.

ABST Lesson 3 [pollution/poisons covered briefly]; TAOD Lesson 3 [secondhand smoke only]

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 7

HE.1.7.52 Describe the perceptions and societal norms teens have regarding addictive drugs.  
[TAOD Lesson 1](#)

HE.1.7.53 Explain the dangers and legal issues related to the use of steroids, performance enhancing drugs and controlled substances. [TAOD Lessons 4, 5, 7, 8, 12](#)

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. [TAOD Lesson 12](#)

HE.1.7.55 Distinguish between healthy eating, disordered eating, and eating disorders.  
[NPA Lessons 12, 13](#)

HE.1.7.56 Describe the importance of a nutrient-rich diet. [NPA Lesson 1](#)

HE.1.7.57 Identify personal stressors at home, in school and community and strategies to reduce stress. [EMH Lessons 9, 10, 11](#)

HE.1.7.58 Explain the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide. [EMH Lesson 8](#)

HE.1.7.59 Explain the roles of problem-solving, anger management and impulse control have on preventing violence. [EMH Lesson 7; VIP Lessons 8, 13, 14](#)

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.  
[ABST Lessons 10, 12; NPA Lesson 11](#)

HE.2.7.2 Explain how the school and community can affect personal health practices and behaviors.  
[ABST Lesson 12; EMH Lesson 2; TAOD Lesson 10](#)

HE.2.7.3 Analyze how messages from media influence health behaviors.  
[ABST Lesson 12; NPA Lessons 9, 11; TAOD Lessons 13, 14; VIP Lesson 13](#)

HE.2.7.4 Review how peers influence healthy and unhealthy behaviors.  
[ABST Lesson 12, 13; EMH Lesson 4; NPA Lessons 9, 10, 11; TAOD Lesson 9, 11, 15; VIP Lessons 5, 11, 13](#)

HE.2.7.5 Describe what influences our values around body image, including the media.  
[NPA Lesson 11](#)

HE.2.7.6 Explain the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use. [TAOD Lesson 9](#)

HE.2.7.7 Describe the impact of technology and social media on various types of relationships.  
[EMH Lesson 13](#)

HE.2.7.8 Describe the influence of technology on personal and family health.  
[EMH Lesson 13; VIP Lesson 10 \[cyberbullying\]](#)

HE.2.7.9 Discuss how food choices are influenced by culture, family, media, technology, peers, body image and emotions. [NPA Lesson 9](#)



# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 7

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

ABST Lesson 12; EMH Lesson 4; NPA Lessons 9, 11; TAOD Lessons 9, 12

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. VIP Lesson 9 [in relation to bullying]

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

EMH Lesson 3

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

ABST Lesson 13; HIV Lesson 1; TAOD Lesson 1; VIP Lesson 1

HE.2.7.14 Examine the influence of personal values and beliefs on individual health practices and behaviors. ABST Lesson 12; TAOD Lesson 9

HE.2.7.15 Review how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. TAOD Lesson 2

HE.2.7.16 Describe the influences that may encourage young people to engage in risky, addictive behaviors. TAOD Lesson 9; VIP Lessons 1, 8

HE.2.7.17 Explain factors that influence a healthy, active lifestyle. ABST Lessons 1, 2, 3; NPA Lesson 9

HE.2.7.18 Explain how school and public health policies can influence health promotion and disease prevention. TAOD Lesson 12

HE.2.7.19 Compare multiple external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity. HIV Lesson 2

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

HIV Lessons 9, 12, 13

HE.2.7.21 Analyze external influences that can impact one's beliefs about what constitutes a healthy intimate relationship. HIV Lesson 4 [may want to enhance discussion of influences]

HE.2.7.22 Compare external influences and societal messages that impact attitudes about sexual, dating, and domestic violence. VIP Lesson 8 [violence in general], 13 [fighting]

HE.2.7.23 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity. HIV Lesson 3; can also be addressed in ABST Lesson 10

HE.2.7.24 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors. ABST Lesson 12; HIV Lesson 9

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

ABST Lesson 12; HIV Lesson 9



# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 7

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.

[TAOD Lessons 5, 12](#)

**HE.3.7.2** Analyze the validity of health information, products, and services. [ABST Lessons 1, 4; NPA Lesson 1](#)

**HE.3.7.3** Organize strategies for accessing information and tools to lead a healthy, active lifestyle for adolescents. [ABST Lesson 1; NPA Lessons 1, 4](#)

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

[ABST Lesson 9; EMH Lesson 8; HIV Lessons 8; NPA Lesson 13; VIP Lesson 17](#)

**HE.3.7.5** Review the accessibility of products that enhance health. [HIV Lesson 12](#)

**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.

[TAOD Lesson 12; VIP Lesson 17](#)

**HE.3.7.7** Describe sources of medically accurate information about human sexual and reproductive anatomy. [ABST Lesson 4](#)

**HE.3.7.8** Describe medically accurate sources of information about puberty, development and sexuality. [ABST Lessons 4, 7, 9; HIV Lesson 5](#)

**HE.3.7.9** Describe accurate information about healthy sexuality, including sexual orientation and gender identity. [ABST Lessons 4, 7; HIV Lessons 1, 5, 8](#)

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

[Can add to discussion in EMH Lessons 4, 5; HIV Lesson 4](#)

**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. [HIV Lesson 2 \[can add to discussion\]; VIP Lesson 10 \[bullying for any reason\]](#)

**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. [EMH Lesson 8; VIP Lessons 10, 17](#)

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

[EMH Lesson 8 \[not explicit for abuse, but could be added\]; VIP Lesson 17](#)

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

[HIV Lessons 6, 7](#)

**HE.3.7.15** Describe medically accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception. [ABST Lesson 9; HIV Lessons 1, 5, 14](#)

**HE.3.7.16** Describe medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care. [HIV Supplemental Lesson](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 7

**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. [ABST Lessons 7, 10, 14](#); [EMH Lessons 5, 12](#); [HIV Lesson 10, 13](#); [NPA 10](#); [TAOD Lesson 15](#); [VIP Lesson 5](#)**

**HE.4.7.2 Practice how to ask for assistance to enhance the health of self and others. [EMH Lesson 8](#); [VIP Lessons 10, 15, 17](#)**

**HE.4.7.3 Demonstrate refusal and negotiation skills that avoid or reduce health risks. [ABST Lesson 15](#); [HIV Lessons 11, 13](#); [NPA Lesson 10](#); [TAOD Lessons 15, 16](#); [VIP Lesson 5](#)**

**HE.4.7.4 Demonstrate effective conflict management or resolution strategies. [VIP Lesson 15](#)**

**HE.4.7.5 Practice how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. [ABST Lesson 4](#); [HIV Lesson 2 \[add actual communication practice\]](#)**

**HE.4.7.6 Practice communication skills that foster healthy relationships. [EMH Lesson 5](#)**

**HE.4.7.7 Practice effective ways to communicate personal boundaries and show respect for the boundaries of others. [ABST Lesson 15](#); [HIV Lessons 11, 13](#); [NPA Lesson 10](#); [TAOD Lessons 15, 16](#); [VIP Lesson 5](#)**

**HE.4.7.8 Practice effective communication skills to report and/or access help in dangerous situations. [EMH Lesson 8](#); [VIP Lessons 10, 15, 16](#)**

**HE.4.7.9 Practice the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices. [ABST Lessons 14, 15](#); [HIV Lessons 11, 13](#)**

**HE.4.7.10 Practice effective communication skills to ensure affirmative consent in all sexual relationships. [HIV Lesson 3](#); [ABST Lesson 14](#); [HIV Lesson 11](#)**

**HE.4.7.11 Practice the use of effective communication skills to reduce or eliminate risk for STDs, including HIV. [HIV Lessons 11, 13](#)**

**HE.4.7.12 Practice effective skills to negotiate agreements about the use of technology in relationships. [Not covered explicitly, can be added to EMH Lesson 5 and/or Lesson 13](#)**

**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. [EMH Lesson 8 \[getting help in general\]](#); [VIP Lesson 17](#)**

**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. [EMH Lesson 14](#); [HIV Lesson 9](#); [VIP Lesson 6](#)**

**HE.5.7.2 Describe protective factors and barriers that can impact healthy decision making. [EMH Lesson 14](#); [HIV Lesson 9](#); [VIP Lesson 6](#)**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 7

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

**EMH Lesson 14; HIV Lesson 9; VIP Lesson 6**

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

**EMH Lesson 14; HIV Lesson 9; VIP Lesson 6**

**HE.5.7.5 Practice using a decision-making process to avoid or refuse addictive or harmful substances and/or behaviors. **Not covered****

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

**EMH Lesson 14; HIV Lesson 9; VIP Lesson 6**

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

**VIP Lesson 6**

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

**EMH Lesson 14; HIV Lesson 9; VIP Lesson 6**

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

**EMH Lesson 14**

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

**HIV Lesson 9**

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

**Not covered explicitly, could add to HIV Lessons 3 or 9**

**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.**

**EMH Lesson 15; NPA Lesson 16**

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

**EMH Lessons 1, 15; NPA Lessons 3, 9, 14, 16**

**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. **EMH Lesson 15; NPA Lessons 16, 17****

**HE.6.7.4 Apply and analyze achievable goals which focus on increasing a healthy self-image and managing stress in a positive way. **EMH Lesson 15 [if selected]****

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

**VIP Lesson 10 [not a formal goal, but advocacy activity implies]**

**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.**

**VIP Lesson 4 [not a formal goal, but advocacy activity implies]**

**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. **NPA Lessons 16, 17****

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 7

HE.6.7.8 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. [EMH Lesson 15](#); [NPA Lesson 17](#)

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). [VIP Lesson 6 \[if selected\]](#)

HE.6.7.10 Set a personal goal to treat your partners with dignity and respect. [EMH Lesson 15 \[if selected\]](#)

HE.6.7.11 Set a personal goal to be treated with dignity and respect. [EMH Lesson 15 \[if selected\]](#)

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. [ABST Lessons 3, 9](#); [EMH Lessons 2, 3, 6, 7](#); [HIV Lessons 3, 5, 8](#); [NPA Lessons 3, 14](#); [TAOD Lesson 17](#); [VIP Lessons 2, 5](#)

HE.7.7.2 Demonstrate the ability to practice healthy behaviors that can maintain or improve the health of self and others. [ABST Lessons 2, 3, 14](#); [EMH Lesson 11](#); [HIV Lesson 2](#); [NPA Lessons 4, 5, 7, 11, 15, 17](#); [TAOD Lesson 10](#); [VIP Lesson 15](#)

HE.7.7.3 Differentiate healthy ways to maintain a healthy body weight. [NPA Lesson 12](#)

HE.7.7.4 Describe personal strategies for minimizing potential harm from exposure to the sun. [ABST Lesson 2](#)

HE.7.7.5 Conduct a personal dietary assessment using the USDA guidelines. [NPA Lesson 3](#)

HE.7.7.6 Demonstrate effective ways to promote respect for self and others, including others who are different from you. [ABST Lesson 4](#); [EMH Lesson 2](#); [HIV Lesson 2](#)

HE.7.7.7 Practice managing personal stressors with peers, at home, in school, and community. [EMH Lesson 11](#)

HE.7.7.8 Propose ways to be physically active throughout a lifetime. [NPA Lessons 14, 15](#)

HE.7.7.9 Explain the early signs of stress and practice stress management techniques. [EMH Lessons 9, 10, 11](#)

HE.7.7.10 Describe ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation. [HIV Lesson 3](#)

HE.7.7.11 Demonstrate behaviors to avoid or reduce health risks to self and others. [ABST Lesson 3](#); [EMH Lessons 7, 11](#); [HIV Lessons 12, 13](#); [NPA Lesson 8, 15](#); [TAOD Lessons 10, 17](#); [VIP Lessons 2, 3, 5, 7, 10, 11, 15](#)

HE.7.7.12 Apply personal health care practices that prevent the spread of communicable disease. [ABST Lesson 3](#); [HIV Lesson 12 \[STI/HIV\]](#)

HE.7.7.13 Describe the steps to correctly use a condom. [HIV Lesson 12](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 7

HE.7.7.13 Describe the steps to correctly use a condom. [HIV Lesson 12](#)

HE.7.7.14 Assess the criteria for evaluating the health of a relationship. [EMH Lesson 4](#)

HE.7.7.15 Practice ways to treat your friends, family and partner with dignity and respect. [EMH Lessons 3, 4 \[extend to actual practice\]](#)

HE.7.7.16 Demonstrate how to set and respect boundaries around social media and technology use in relationships. [EMH Lesson 13; VIP Lesson 11 \[in context of cyberbullying\]](#)

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. [ABST Lessons 2, 11; HIV Lesson 2; NPA Lesson 6; TAOD Lessons 14, 17; VIP Lessons 4, 12](#)

HE.8.7.2 Demonstrate how to influence and support others to make positive health choices. [ABST Lessons 2, 11, 13; EMH Lesson 13; HIV Lesson 5; NPA Lesson 6; TAOD Lessons 14, 17; VIP Lessons 4, 12](#)

HE.8.7.3 Develop a plan to promote of empathy for individual differences. [HIV Lesson 2; VIP Lesson 12](#)

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. [EMH Lesson 2; HIV Lesson 2; TAOD Lesson 17; VIP Lessons 10, 12](#)

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. [EMH Lesson 2; HIV Lesson 2; TAOD Lesson 17; VIP Lessons 10, 12](#)

HE.8.7.6 Work cooperatively to advocate for respect of diversity of individuals, families, and schools that fosters safety in learning and achievement. [HIV Lesson 2; VIP Lesson 10, 12](#)

HE.8.7.7 Assess for school policies and programs that promote dignity and respect for all. [HIV Lesson 2 \[may want to enhance discussion of policies\]](#)

HE.8.7.8 Assess school policies and programs that promote healthy relationships and a safe and inclusive environment for all. [EMH Lesson 2 \[may want to enhance discussion of school-wide policies\]; HIV Lesson 2 \[may want to enhance discussion of policies\]](#)

HE.8.7.9 Discuss personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C. [HIV Lessons 6, 7, 8](#)

HE.8.7.10 Identify informed personal decision-making around sexual activity as it relates to pregnancy, reproduction, and preventing STD/STI's. [HIV Lesson 9](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 8

**ABST = Abstinence, Puberty & Personal Health**    **EMH = Emotional & Mental Health**  
**HIV = HIV, STI & Pregnancy Prevention**    **NPA = Nutrition & Physical Activity**  
**TAOD = Tobacco, Alcohol & Other Drug Prevention**    **VIP = Violence & Injury Prevention**

### 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.**

**ABST Lessons 1, 2, 3, 5, 6, 8, 9, 10, 11, 16; EMH Lessons 3, 4, 6, 7, 9, 10, 12, 13; HIV Lessons 1, 4, 5, 6, 7, 8, 14; NPA Lessons 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16; TAOD Lessons 2, 3, 4, 5, 6, 7, 11; VIP Lessons 1, 2, 8, 9, 10, 11, 13**

**HE.1.8.2 Describe qualities that contribute to a healthy body image. [NPA Lesson 11](#)**

**HE.1.8.3 Analyze the interrelationships of physical, mental, social, emotional, and environmental health in adolescence. [ABST Lessons 4, 7; EMH Lesson 1](#)**

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

**[ABST Lessons 2, 3; EMH Lesson 2, 13](#)**

**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.**

**[NPA Lesson 8, 15; VIP Lessons 1, 2, 3, 4, 7, 13, 14, 16, 17 \[expand to include differentiation\]](#)**

**HE.1.8.6 Describe ways to reduce exposure to the sun. [ABST Lesson 2](#)**

**HE.1.8.7 Analyze the physical, academic, mental, and social benefits of physical activity and the relationship to one's overall health. [NPA Lesson 15](#)**

**HE.1.8.8 Assess factors that can affect personal health, including but not limited to family history, socioeconomic status, race, and ethnicity. [ABST Lesson 3](#)**

**HE.1.8.9 Demonstrate how witnesses and bystanders can help prevent violence by reporting dangerous situations. [VIP Lessons 8, 10, 11](#)**

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

**[HealthSmart does not cover first aid](#)**

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

**[VIP Lessons 2, 3](#)**

**HE.1.8.12 Analyze the role of lifelong fitness activities in maintaining a high quality of life and improving longevity. [NPA Lesson 15](#)**

**HE.1.8.13 Describe the benefits of and barriers to practicing healthy behaviors. [ABST Lesson 1; EMH Lessons 7, 8; HIV Lessons 1, 3, 13; NPA Lessons 5, 16; TAOD Lesson 11; VIP Lessons 10, 14](#)**

**HE.1.8.14 Identify the factors that contribute to chronic diseases. [ABST Lesson 3](#)**

**HE.1.8.15 Plan what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes. [VIP Lesson 7 \[educator tailors lesson to reflect local circumstances\]](#)**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 8

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

HIV Lesson 5; NPA Lesson 12; TAOD Lessons 7, 8; VIP Lesson 1, 2, 8, 13

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

ABST Lessons 5, 6, 8; HIV Lesson 5

HE.1.8.18 Assess personal health care practices that prevent the spread of communicable and non-communicable diseases. ABST Lesson 3 [disease in general]; HIV Lessons 6 [STI], 7 [HIV], 8 [STI/HIV]

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

ABST Lessons 10, 11; HIV Lesson 1

HE.1.8.20 Explain how HIV and STDs can be spread through sexual contact with someone who has HIV/STD. HIV Lessons 6, 7, 8

HE.1.8.21 Explain the health care practices related to physical changes during puberty. ABST Lesson 9

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

ABST Lesson 4; HIV Lesson 2

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

ABST Lessons 5, 6, 7

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

ABST Lesson 4; HIV Lesson 2 [will need to add culture emphasis]

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.

ABST Lesson 4; HIV Lesson 2 [aspects of sexuality only]

HE.1.8.26 Explain sexual intercourse and its relationship to human reproduction.

ABST Lesson 8; HIV Lessons 1, 5

HE.1.8.27 Compare and contrast the characteristics of healthy and unhealthy relationships.

EMH Lesson 4; HIV Lesson 4

HE.1.8.28 Explain why everyone has the right to say who touches their body and how.

ABST Lesson 10; HIV Lesson 3; VIP Lesson 16

HE.1.8.29 Discuss the range of ways people express affection within various types of relationships.

ABST Lesson 10

HE.1.8.30 Assess how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety. VIP Lessons 8, 9, 10, 11, 13

HE.1.8.31 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media. EMH Lesson 13

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. VIP Lessons 8, 9, 11, 16, 17



# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 8

- HE.1.8.33 Compare and contrast the differences between physical, verbal, relational, sexual, and dating violence. [VIP Lessons 8, 17](#)
- HE.1.8.34 Discuss how to build and maintain healthy family, peer, and dating relationships. [EMH Lessons 4, 5; HIV Lesson 4](#)
- HE.1.8.35 Discuss the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes. [VIP Lesson 8](#)
- HE.1.8.36 Explain various methods of contraception, including abstinence, condoms, and emergency contraception. [HIV Lesson 14](#)
- HE.1.8.37 Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human. [ABST Lesson 4; HIV Lesson 2](#)
- HE.1.8.38 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception. [HIV Lesson 14](#)
- HE.1.8.39 Explain the differences between the myths and facts of how STDs are transmitted and not transmitted. [HIV Lessons 6, 7](#)
- HE.1.8.40 Explain ways to prevent HIV and other STDs. [HIV Lessons 6, 7, 8](#)
- HE.1.8.41 List the reasons why it is important to get tested for HIV and other STDs when people are sexually active. [HIV Lesson 8](#)
- HE.1.8.42 Discuss the potential impacts of power differences such as age, status or position within relationships. [VIP Lesson 9 \[in relation to bullying\]](#)
- HE.1.8.43 Identify prenatal practices that can contribute to a healthy pregnancy. [HIV Supplemental Lesson](#)
- HE.1.8.44 Discuss consent as a freely given yes. [HIV Lesson 3; ; can also be added to ABST Lesson 10 and VIP Lesson 16](#)
- HE.1.8.45 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure. [HIV Lesson 3; ABST Lesson 14; can also be added to ABST Lesson 10 and VIP Lesson 16](#)
- HE.1.8.46 Discuss that no one has the right to touch anyone else without giving and receiving consent. [HIV Lesson 3; ABST Lesson 10; VIP Lesson 16](#)
- HE.1.8.47 Discuss why a person who has been raped or sexually assaulted is not at fault. [VIP Lesson 17](#)
- HE.1.8.48 Describe the signs, symptoms, and stages of a pregnancy. [Not covered explicitly, could be added to ABST Lesson 8 and HIV Lesson 5](#)
- HE.1.8.49 Identify physical, emotional, and social effects of sexual activity. [ABST Lesson 10; HIV Lesson 1](#)
- HE.1.8.50 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence. [VIP Lessons 8, 10, 12, supplemental lessons 1 and 2](#)



# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 8

HE.1.8.51 Describe the impact of alcohol, tobacco and other drugs on unintentional injury.

TAOD Lesson 2; VIP Lessons 2, 3

HE.1.8.52 Analyze the short-and long-term effects of addictive substances and behaviors.

TAOD Lessons 2, 3, 4, 5, 6, 7, 8

HE.1.8.53 Differentiate the stages of addiction and its' effects on the adolescent brain. TAOD Lesson 6

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.

ABST Lesson 3 [pollution/poisons covered briefly]; TAOD Lesson 3 [secondhand smoke only]

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

TAOD Lesson 1

HE.1.8.56 Explain the dangers and legal issues related to the use of steroids, performance enhancing drugs and controlled substances. TAOD Lessons 4, 5, 7, 8, 12

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. TAOD Lesson 12

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

NPA Lessons 12, 13

HE.1.8.59 Develop a dietary plan that promotes healthful eating. NPA Lessons 16, 17

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

EMH Lessons 9, 10, 11

HE.1.8.61 Discuss the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide. EMH Lesson 8

HE.1.8.62 Analyze the roles of problem-solving, anger management and impulse control have on preventing violence. EMH Lesson 7; VIP Lessons 8, 13, 14

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.

ABST Lessons 10, 12; NPA Lesson 11

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

ABST Lesson 12; EMH Lesson 2; TAOD Lesson 10

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

ABST Lesson 12; NPA Lessons 9, 11; TAOD Lessons 13, 14; VIP Lesson 13

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

ABST Lesson 12, 13; EMH Lesson 4; NPA Lessons 9, 10, 11; TAOD Lesson 9, 11, 15; VIP Lessons 5, 11, 13

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

NPA Lesson 11

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 8

HE.2.8.6 Assess the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use. [TAOD Lesson 9](#)

HE.2.8.7 Assess the impact of technology and social media on various types of relationships. [EMH Lesson 13](#)

HE.2.8.8 Analyze the influence of technology on personal and family health. [EMH Lesson 13](#); [VIP Lesson 10 \[cyberbullying\]](#)

HE.2.8.9 Review how food choices are influenced by culture, family, media, technology, peers, body image and emotions. [NPA Lesson 9](#)

HE.2.8.10 Assess how the family influences the health of adolescents. [ABST Lesson 12](#); [EMH Lesson 4](#); [NPA Lessons 9, 11](#); [TAOD Lessons 9, 12](#)

HE.2.8.11 Assess potential impacts of power differences (e.g., age, status or position) within intimate relationships, of self and others. [VIP Lesson 9 \[in relation to bullying\]](#)

HE.2.8.12 Analyze influences that may affect self-esteem (e.g., peers, media, and adults). [EMH Lesson 3](#)

HE.2.8.13 Review how the perceptions of norms influence healthy and unhealthy behaviors. [ABST Lesson 13](#); [HIV Lesson 1](#); [TAOD Lesson 1](#); [VIP Lessons 1, 9](#)

HE.2.8.14 Assess the influence of personal values and beliefs on individual health practices and behaviors. [ABST Lesson 12](#); [TAOD Lesson 9](#)

HE.2.8.15 Determine how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. [TAOD Lesson 2](#)

HE.2.8.16 Report on the influences that may encourage young people to engage in risky, addictive behaviors. [TAOD Lesson 9](#); [VIP Lessons 1, 8](#)

HE.2.8.17 Differentiate between factors that influence a healthy, active lifestyle. [ABST Lessons 1, 2, 3](#); [NPA Lesson 9 \[add more emphasis on differentiation\]](#)

HE.2.8.18 Critique school and public health policies that can influence health promotion and disease prevention. [TAOD Lesson 12 \[review and analyze—will need to add critique to discussion\]](#)

HE.2.8.19 Assess external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity. [HIV Lesson 2](#)

HE.2.8.20 Assess factors that may influence condom use and other safer sex decisions. [HIV Lessons 9, 12, 13](#)

HE.2.8.21 Analyze how family and friends can influence one's decisions within a healthy intimate relationship. [HIV Lesson 4 \[may want to enhance discussion of influences\]](#)

HE.2.8.22 Assess external influences and societal messages that impact attitudes about sexual, dating, and domestic violence. [VIP Lessons 8, 13](#)

HE.2.8.23 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity. [HIV Lesson 3](#); [can also be addressed in ABST Lesson 10](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 8

**HE.2.8.24** Assess influences that may have an impact on deciding whether or when to engage in sexual behaviors. [ABST Lesson 12](#); [HIV Lesson 9](#)

**HE.2.8.25** Analyze how our values impact our sexual health-related decisions.  
[ABST Lesson 12](#); [HIV Lesson 9](#)

**HE.2.8.26** Assess internal and external influences on decisions about pregnancy options and parenthood. [HIV Supplemental Lesson](#); also [HIV Lesson 5 \[parenthood only\]](#)

**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.  
[TAOD Lessons 5, 12](#)

**HE.3.8.2** Evaluate the validity of health information, products, and services.  
[ABST Lessons 1, 4](#); [NPA Lesson 1](#)

**HE.3.8.3** Differentiate the resources available for adolescents on leading a healthy, active lifestyle.  
[ABST Lesson 1](#); [NPA Lessons 1, 4](#)

**HE.3.8.4** Review situations that may require professional health services.  
[ABST Lesson 9](#); [EMH Lesson 8](#); [HIV Lesson, 8](#); [NPA Lesson 13](#); [VIP Lesson 17](#)

**HE.3.8.5** Evaluate the accessibility of products that enhance health. [HIV Lesson 12](#)

**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.  
[TAOD Lesson 10](#)

**HE.3.8.7** Access sources of medically accurate information about human sexual and reproductive anatomy. [ABST Lesson 4](#)

**HE.3.8.8** Access medically accurate sources of information about puberty, development and sexuality.  
[ABST Lessons 4, 5, 6, 7, 9](#); [HIV Lessons 2, 5](#)

**HE.3.8.9** Access accurate information about healthy sexuality, including sexual orientation and gender identity. [ABST Lessons 4, 7](#); [HIV Lessons 2, 5](#),

**HE.3.8.10** Access information and sources of support for healthy and unhealthy relationships.  
[Can add to discussion in EMH Lessons 4, 5](#); [HIV Lesson 4](#)

**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.  
[HIV Lesson 2 \[can add to discussion\]](#); [VIP Lesson 10 \[bullying for any reason\]](#)

**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. [EMH Lesson 8](#); [VIP Lesson 10, 17](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 8

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

[EMH Lesson 8 \[not explicit for abuse, but could be added\]](#); [VIP Lesson 17](#)

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

[HIV Lessons 6, 7](#)

**HE.3.8.15** Access medically accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception. [ABST Lesson 9](#); [HIV Lessons 1, 5, 14](#)

**HE.3.8.16** Access medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care. [HIV Supplemental Lesson](#)

**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. [ABST Lessons 7, 10, 14](#); [EMH Lessons 5, 12](#); [HIV Lesson 10, 13](#); [NPA 10](#); [TAOD Lesson 15](#); [VIP Lesson 5](#)

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

[EMH Lesson 8](#); [VIP Lessons 10, 15, 17](#)

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

[ABST Lesson 15](#); [HIV Lessons 11, 13](#); [NPA Lesson 10](#); [TAOD Lessons 15, 16](#); [VIP Lesson 5](#)

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

[VIP Lessons 14, 15](#)

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

[ABST Lesson 4](#); [HIV Lesson 2 \[add actual communication practice\]](#)

**HE.4.8.6** Demonstrate communication skills that foster healthy intimate relationships. [EMH Lesson 5](#)

**HE.4.8.7** Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. [ABST Lesson 15](#); [HIV Lessons 11, 13](#); [NPA Lesson 10](#); [TAOD Lessons 15, 16](#); [VIP Lesson 5](#)

**HE.4.8.8** Demonstrate effective communication skills to report and/or access help in dangerous situations. [EMH Lesson 8](#); [VIP Lessons 10, 15, 16](#)

**HE.4.8.9** Demonstrate the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices. [ABST Lessons 14, 15](#); [HIV Lessons 11, 13](#)

**HE.4.8.10** Demonstrate effective communication skills to ensure affirmative consent in all sexual relationships. [HIV Lesson 3](#); [ABST Lesson 14](#); [HIV Lesson 11](#)

**HE.4.8.11** Demonstrate skills to communicate with a partner about STD and HIV prevention, testing and disclosure of status. [HIV Lessons 11, 13](#)

**HE.4.8.12** Demonstrate effective skills to negotiate agreements about the use of technology in relationships. [Not covered explicitly, can be added to EMH Lesson 13](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 8

HE.4.8.13 Demonstrate asking for help and support if they or someone they know is in an abusive relationship. [VIP Lesson 17](#); [EMH Lesson 8 covers getting help in general](#)

HE.4.8.14 Demonstrate effective strategies to avoid or end an unhealthy relationship.  
[Covered in High School](#)

HE.4.8.15 Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and to practice safer sex. [ABST Lessons 14, 15](#); [HIV Lessons 10, 11, 13](#)

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. [EMH Lesson 14](#); [HIV Lesson 9](#); [VIP Lesson 6](#)

HE.5.8.2 Assess circumstances that can help or hinder healthy decision making.  
[EMH Lesson 14](#); [HIV Lesson 9](#); [VIP Lesson 6](#)

HE.5.8.3 Predict when additional adult and/or professional input is appropriate for health-related decision making. [EMH Lesson 14](#); [HIV Lesson 9](#); [VIP Lesson 6](#)

HE.5.8.4 Analyze healthy options when making a decision about health-related issues or problems.  
[EMH Lesson 14](#); [HIV Lesson 9](#); [VIP Lesson 6](#)

HE.5.8.5 Apply a decision-making process to avoid or refuse addictive or harmful substances and/or behaviors. [Not covered](#)

HE.5.8.6 Justify when individual or collaborative decision making is appropriate.  
[EMH Lesson 14](#); [HIV Lesson 9](#); [VIP Lesson 6](#)

HE.5.8.7 Apply the decision-making process to use safety practices in and around motor vehicles.  
[VIP Lesson 6](#)

HE.5.8.8 Distinguish between healthy and unhealthy options to solve health-related issues or problems. [EMH Lesson 14](#); [HIV Lesson 9](#); [VIP Lesson 6](#)

HE.5.8.9 Apply the decision-making process to enhance or establish healthy relationships.  
[EMH Lesson 14](#)

HE.5.8.10 Assess a decision-making process to make healthy choices around sexual health. [HIV Lesson 9](#)

HE.5.8.11 Assess a decision-making process to give or receive consent for consensual sexual activity.  
[Not covered explicitly, could add to HIV Lessons 3 or 9](#)

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.  
[EMH Lesson 15](#); [NPA Lesson 16](#)

HE.6.8.2 Assess personal health practices that lead to a healthy lifestyle.  
[EMH Lessons 1, 15](#); [NPA Lessons 3, 9, 14, 16](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 8

**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. [EMH Lesson 15](#); [NPA Lessons 16, 17](#)

**HE.6.8.4** Manage achievable goals which focus on increasing a healthy self-image and managing stress in a positive way. [EMH Lesson 15 \[if selected\]](#)

**HE.6.8.5** Create a goal and practice methods to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying).  
[VIP Lesson 10 \[not a formal goal, but advocacy activity implies\]](#)

**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.  
[VIP Lesson 4 \[not a formal goal, but advocacy activity implies\]](#)

**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. [NPA Lessons 16, 17](#)

**HE.6.8.8** Review how personal health goals can vary with changing abilities, priorities, and responsibilities. [EMH Lesson 15](#); [NPA Lesson 17](#)

**HE.6.8.9** Develop a goal and practice methods to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence). [VIP Lesson 6 \[if selected\]](#)

**HE.6.8.10** Establish a personal goal to not have sex until you're ready. [Covered in High School](#)

**HE.6.8.11** Establish a personal goal to use protection when sexually active. [Covered in High School](#)

**HE.6.8.12** Discuss a personal goal to be treated with dignity and respect. [EMH Lesson 15 \[if selected\]](#)

**HE.6.8.13** Develop a plan to eliminate or reduce risk for STDs, including HIV. [Covered in High School](#)

**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.  
[ABST Lessons 3, 9](#); [EMH Lessons 2, 3, 6, 7](#); [HIV Lessons 3, 5, 8](#); [NPA Lessons 3, 14](#); [TAOD Lesson 17](#);  
[VIP Lessons 2, 5](#)

**HE.7.8.2** Evaluate healthy practices and behaviors that can maintain or improve the health of self and others. [ABST Lessons 2, 3, 14](#); [EMH Lesson 11](#); [HIV Lesson 2](#); [NPA Lessons 4, 5, 7, 11, 15, 17](#);  
[TAOD Lesson 10](#); [VIP Lesson 15](#)

**HE.7.8.3** Promote healthy ways to maintain a healthy body weight. [NPA Lesson 12](#)

**HE.7.8.4** Establish personal strategies for minimizing potential harm from exposure to the sun.  
[ABST Lesson 2](#)

**HE.7.8.5** Conduct a personal dietary assessment using the USDA guidelines. [NPA Lesson 3](#)

**HE.7.8.6** Apply effective ways to promote respect for self and others, including others who are different from you. [ABST Lesson 4](#); [EMH Lesson 2](#); [HIV Lesson 2](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 8

HE.7.8.7 Model techniques for managing personal stressors with peers, at home, in school, and community. [EMH Lesson 11](#)

HE.7.8.8 Report on ways to be physically active throughout a lifetime. [NPA Lessons 14, 15](#)

HE.7.8.9 Evaluate personal stress and implement stress management techniques. [EMH Lessons 9, 10, 11](#)

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. [HIV Lesson 2](#)

HE.7.8.11 Evaluate behaviors to avoid or reduce health risks to self and others. [ABST Lesson 3; EMH Lessons 7, 11; HIV Lessons 12, 13; NPA Lesson 8, 15; TAOD Lessons 10, 17; VIP Lessons 2, 3, 5, 7, 10, 11, 15](#)

HE.7.8.12 Evaluate personal health care practices that prevent the spread of communicable disease. [ABST Lesson 3; HIV Lesson 12 \[STI/HIV\]](#)

HE.7.8.13 Demonstrate the steps to correctly use a condom. [HIV Lesson 12](#)

HE.7.8.14 Analyze the criteria for evaluating the health of a relationship. [EMH Lesson 4](#)

HE.7.8.15 Assess ways to treat your partner with dignity and respect. [HIV Lesson 3, 4 \[extend to actual practice\]](#)

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. [EMH Lesson 13; VIP Lesson 11 \[in context of cyberbullying\]](#)

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. [ABST Lessons 2, 11; HIV Lesson 2; NPA Lesson 6; TAOD Lessons 14, 17; VIP Lessons 4, 12](#)

HE.8.8.2 Demonstrate how to influence and support others to make positive health choices. [ABST Lessons 2, 11, 13; EMH Lesson 13; HIV Lesson 5; NPA Lesson 6; TAOD Lessons 14, 17; VIP Lessons 4, 12](#)

HE.8.8.3 Advocate for the promotion of empathy for individual differences. [HIV Lesson 2; VIP Lesson 12](#)

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. [EMH Lesson 2 \[increase advocacy practice\]; HIV Lesson 2; TAOD Lesson 17; VIP Lessons 10, 12](#)

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. [HIV Lesson 2; TAOD Lesson 17; VIP Lesson 12](#)

HE.8.8.6 Work cooperatively to advocate for respect of diversity of individuals, families, and schools that fosters safety in learning and achievement. [HIV Lesson 2; VIP Lesson 10, 12](#)



# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 8

HE.8.8.7 Advocate for school policies and programs that promote dignity and respect for all.

[HIV Lesson 2 \[extend campaign to school policies\]](#)

HE.8.8.8 Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C. [Covered in High School \[HIV only\]](#)

HE.8.8.9 Advocate for informed personal decision-making around sexual activity as it relates to pregnancy, reproduction, and preventing STD/STI's. [HIV Lesson 5 \[pregnancy\]](#)