

***HealthSmart* Alignment to  
Oregon Health Education  
Standards**

**Grades K–5**

advancing  
health  
equity **etr.**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade K

### KINDERGARTEN PERFORMANCE INDICATORS

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

**HE.1.K.1 Identify dimensions of health (e.g. physical, mental, social, emotional, and environmental).**  
**Implied in Lessons 2 [emotional], 3 [social]**

**HE.1.K.2 Identify safe behaviors and ways to reduce risk of common childhood injuries.**  
**Lessons 12, 13, 14, 15, 16, 17**

**HE.1.K.3 Identify when it is important to seek healthcare.**  
**Lessons 7, 8, 9**

**HE.1.K.4 Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people.**  
**Not covered [Lesson 4 covers body parts, but reproductive would need to be added]**

**HE.1.K.5 List potentially unsafe body fluids and objects to avoid.**  
**Lessons 16 [poisons], 17 [firearms]**

**HE.1.K.6 Identify ways to prevent communicable and non-communicable disease and understand the difference (including HIV/AIDS, and Hepatitis B and C).**  
**Lesson 6 [germs in general—not disease specific]**

**HE.1.K.7 Recognize that there are many ways to express gender.**  
**Lesson 1 [included in differences]**

**HE.1.K.8 Recognize the importance of treating others with respect including gender expression.**  
**Lesson 1 [included in respecting differences]**

**HE.1.K.9 Describe the characteristics of a friend.**  
**Covered in Grade 1**

**HE.1.K.10 Recognize everyone has the right to say who touches their body, when and how.**  
**Covered in Grade 1; can be included in Grade K, Lesson 10 on safe feelings**

**HE.1.K.11 Recognize that it is never ok to touch someone, or make someone touch you if they don't want to. Not covered explicitly, can be added to Lesson 10 on safe feelings**

**HE.1.K.12 List a variety of ways people express affection within various types of relationships.**  
**Not covered explicitly, can be added to Lesson 3 on people who care**

**HE.1.K.13 Define bullying and teasing and why bullying and teasing are inappropriate behaviors.**  
**Lesson 11**

**HE.1.K.14 Identify different kinds of family structures.**  
**Covered in Grade 1**

**HE.1.K.15 Define consent as it relates to personal boundaries.**  
**Not covered**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade K

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

**HE.2.K.1 Identify who influences personal health practices and behaviors.**

[Lesson 3](#)

**HE.2.K.2 Identify school resources that support health practices and behaviors.**

[Lessons 7, 8, 10](#)

**HE.2.K.3 Identify how the media can influence health behaviors.**

[Covered in Grade 1 \[tobacco use\]](#)

**HE.2.K.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender.**

[Covered in Grade 5](#)

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

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

[Lessons 3, 7, 8, 9, 10](#)

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

[Lesson 3 \[support in general\]](#)

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

[Lesson 10 \[help to stay safe in general\]; covered in Grade 1](#)

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

[Lesson 10 \[help to stay safe in general\]; covered in Grade 1](#)

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

[Lessons 16 \[poisons\], 17 \[firearms\]](#)

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

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

[Lesson 7](#)

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

[Lesson 1 \[implied\]](#)

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

[Not covered explicitly at Grade K](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade K

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

**Lessons 10, 11 [bullying], 18 [emergencies], 19 [calling 9-1-1]**

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

**Can be included in Lesson 1 on respecting differences.**

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

**Not covered explicitly. Can be included in Lesson 1 or Lesson 11.**

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

**Lessons 9, 10**

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

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

**Lesson 20**

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

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

**Lessons 5 [brushing teeth], 6 [handwashing], 23 [drinking water], 25 [physical activity]**

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

**Lessons 5 [brushing teeth], 6 [handwashing], 23 [drinking water], 25 [physical activity]**

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

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

**Lessons 1, 5, 6**

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

**Lesson 2, 13, 14, 15, 16, 17, 19, 29**

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

**Covered in Grade 1**

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

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

**Lessons 3, 7, 29**

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

**Lessons 11, 25, 28, 30**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 1

### GRADE 1 PERFORMANCE INDICATORS

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

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

Implied in [Lessons 1 & 3 \[social\]](#), [Lesson 4 \[emotional\]](#)

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

[Lessons 9, 10, 11, 12, 13, 14, 15, 16, 17, 19](#)

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

[Covered in Grades K and 2](#)

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

[Not covered until Grades 4 and 5](#)

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

[Lesson 6 \[germs in general—not disease specific\]](#)

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

[Lesson 15 \[fire safety\]](#)

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

[Differences in general covered in Grade K; gender roles in Grade 5](#)

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

[Lesson 18 \[in reference to bullying, may wish to add gender expression more specifically\]](#)

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

[Lesson 3](#)

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

[Lesson 20](#)

**HE.1.1.11** Explain that it is never ok to touch someone, or make someone touch you if they don't want to. [Lesson 20](#)

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

[Not covered explicitly, can be added to Lesson 2 on families and Lesson 3 on friends](#)

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

[Lesson 18](#)

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

[Lesson 2](#)

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

[Could be added to Lesson 20, not covered explicitly](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 1

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

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

**Lessons 2, 29**

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

**Lessons 1, 9, 14, 18**

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

**Lesson 27**

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

**Covered in Grade 5**

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

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

**Lessons 1, 9, 11, 17**

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

**Lesson 1 [support in general]**

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

**Lesson 20**

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

**Lessons 9, 17**

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

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

**Lessons 4, 29**

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

**Covered in Grade 3**

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

**Lesson 20**

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

**Lessons 17, 18, 20**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 1

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

Not covered

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

Lessons 3, 20

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

Lessons 18, 20

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

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

Not covered

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

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

Lessons 8, 23

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

Lesson 23

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

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

Lessons 5, 6, 8

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

Lessons 7, 10, 12, 16, 17

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

Lesson 20

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

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

Lessons 19, 28, 29

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

Lessons 3, 12, 19, 22, 28

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 2

### GRADE TWO PERFORMANCE INDICATORS

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

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

Implied in Lessons 3 & 4 [emotional], 7 & 8 [physical]

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

Lessons 9, 10, 11, 12, 13

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

Lesson 6

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

Lesson 2 [growth and change only]; reproductive parts not covered until Grade 5

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

Lesson 5

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

Lesson 11 [water safety]; poisons, firearms covered in Grade K

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

Differences in general covered in Grade K; gender roles in Grade 5

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

Lessons 14 & 15 [related to bullying, gender expression can be included]

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

Covered in Grades 1 and 3

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

Covered in Grade 1

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

Covered in Grade 1

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

Not covered explicitly, can be added to Lesson 1 on families

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

Lessons 14, 15

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

Not covered



# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 2

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

[Lesson 1](#)

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

[Not covered](#)

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

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

[Lesson 1](#)

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

[Lesson 4, 13, 15, 25](#)

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

[Not covered](#)

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

[Covered in Grade 5](#)

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

[Not covered](#)

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

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

[Lessons 4, 25](#)

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

[Lesson 4 \[support for troublesome feelings\]; not reproductive health specific until Grade 4](#)

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

[Covered in Grade 1](#)

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

[Covered in Grade 1](#)

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

[Covered in Grade 1](#)

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

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

[Lessons 3, 4, 25](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 2

HE.4.2.2 Demonstrate effective active listening skills.

Covered in [Grade 3](#)

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

Covered in [Grade 1 \[inappropriate touch\]](#) and [Grade 3 \[tobacco/alcohol use\]](#)

HE.4.2.4 Demonstrate ways to tell sources of support if threatened or harmed. [Lesson 15](#)

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

Not covered

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

[Lesson 15 \[in relation to bullying\]](#)

HE.4.2.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe. [Lesson 15](#)

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

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

[Lessons 9, 10, 11, 12, 26](#)

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

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

[Lessons 13, 19, 21](#)

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

[Lessons 13, 19, 21](#)

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

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

[Lessons 5, 22, 26](#)

HE.7.2.2 Demonstrate behaviors that avoid or reduce health risks. [Lesson 3](#)

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

Covered in [Grade 1](#) and [Grade 3](#)

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

HE.8.2.1 Explain the importance of promoting personal health.

[Lessons 15, 16, 25](#)

HE.8.2.2 Encourage peers to justify positive health choices.

[Lessons 8, 15, 16, 23, 26](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 3

### GRADE THREE PERFORMANCE INDICATORS

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

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

**Lessons 1, 2, 3, 4, 5, 6, 7, 8, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28**

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

**Lesson 1 [physical, emotional]**

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

**Lessons 9, 10, 11, 13, 14, 15**

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

**Lessons 9, 10, 11, 16**

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

**Lesson 8**

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

**Covered in Grade 5**

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

**Lessons 9, 11**

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

**Lessons 6, 7 [communicable disease in general, specific ones can be included]**

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

**Covered in Grades 4 and 5**

**HE.1.3.10 Define sexual orientation.**

**Not covered until Middle School**

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

**Gender roles/identity covered in Grade 5; sexual orientation in Middle School**

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

**Gender roles/identity covered in Grade 5; sexual orientation in Middle School**

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

**Lesson 4 [friendships]**

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

**Lesson 16**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 3

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

[Lesson 16](#)

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

[Lessons 3, 4](#)

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

[Lessons 14, 15](#)

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

[Can be added to Lesson 4](#)

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

[Lesson 4 \[will need to define consent more explicitly in context of respecting boundaries\]](#)

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

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

[Lesson 21](#)

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

[Lesson 15, 21](#)

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

[Lesson 21, 28](#)

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

[Lessons 3, 4, 21, 27, 28](#)

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

[Could be added to Lesson 5](#)

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

[Covered in Grade 5](#)

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

[Lesson 14 \[cyberbullying\]](#)

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

[Lesson 4](#)

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

[Lesson 16 \[inappropriate touch\]](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 3

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

**HE.3.3.1** Locate resources from home, school, and community that provide valid health information.  
**Covered in Grade 4**

**HE.3.3.2** Recognize characteristics of valid health information, products, and services.  
**Covered in Grade 4**

**HE.3.3.3** Recognize sources of support, such as parents or other trusted adults, to seek information about sexual and reproductive health, including pregnancy and birth.  
**Lessons 2 [support for feelings], 3 [family as source of support]; not reproductive health specific until Grade 4**

**HE.3.3.4** Recognize sources of medically-accurate information about human sexual and reproductive anatomy, puberty and personal hygiene.  
**Covered in Grades 4 and 5**

**HE.3.3.5** Recognize people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.  
**Covered in Grades 4 and 5**

**HE.3.3.6** Recognize sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.  
**Lessons 2, 3**

**HE.3.3.7** Recognize sources of support, such as parents or other trusted adults, including school staff; they can tell if they are experiencing sexual abuse.  
**Lesson 16**

**HE.3.3.8** Recognize sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.  
**Lesson 15 [bullying in general, can add specifics]**

**HE.3.3.9** Recognize sources of support such as parents or other trusted adults they can tell if they are feeling uncomfortable about being touched.  
**Lesson 16**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 3

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

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

**Lessons 4, 29**

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

**Lessons 15, 16**

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

**Lessons 16, 29**

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

**Covered in Grade 4**

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

**Lesson 5 [respecting others in general, can add specifics around gender, etc.]**

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

**Lesson 2**

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

**Lesson 4**

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

**Lessons 15, 16**

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

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

**Lessons 13, 26**

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

**Lessons 13, 26**

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

**Lessons 13, 26**

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

**Lessons 13, 26**

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

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

**Lessons 12, 22, 24**

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

**Lessons 12, 22, 24**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 3

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

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

**Lessons 9, 11, 14**

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

**Lesson 18**

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

**Lessons 6, 7**

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

**Lesson 5 [respect in general, specifics can be discussed]**

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

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

**Lessons 7, 10, 11, 15**

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

**Lessons 7, 11, 15, 29**

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

**Lesson 3 [within the family], Lesson 5 [can extend teaching about respect to advocacy]**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 4

### GRADE FOUR PERFORMANCE INDICATORS

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

**HE.1.4.1 Describe the relationship between healthy behaviors and personal health.**

[Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 16, 17, 18, 19, 20, 21, 25, 26, 28](#)

**HE.1.4.2 Describe examples of physical, mental, social, emotional, and environmental health.**

[Lessons 3 & 6 \[emotional\]; 7–9 \[physical\]; 14 & 15 \[social\]; 25](#)

**HE.1.4.3 Describe ways in which safe and healthy school and community environments can promote personal health including but not limited to respect for diversity; safe routes to school/bike and walk; school gardens; and other school policies and programs that promote healthy literacy.**

[Lesson 11](#)

**HE.1.4.4 Analyze ways to prevent common childhood injuries and health problems.**

[Lessons 3, 10, 11, 12, 14, 15](#)

**HE.1.4.5 Describe why it is important to seek help with a health issue.**

[Lessons 6, 27](#)

**HE.1.4.6 Identify human reproductive systems including reproductive anatomy and function.**

[Covered in Grade 5; changes of puberty covered in general in Lesson 25](#)

**HE.1.4.7 Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy.**

[Covered in Grade 5](#)

**HE.1.4.8 Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.**

[Covered in Middle School](#)

**HE.1.4.9 Define sexual orientation.**

[Covered in Middle School](#)

**HE.1.4.10 Describe differences and similarities of how individuals identify regarding gender or sexual orientation.**

[Gender roles/identity covered in Grade 5; sexual orientation in Middle School](#)

**HE.1.4.11 Understand importance of treating others with respect regarding gender expression and sexual orientation.**

[Gender roles/identity covered in Grade 5; sexual orientation in Middle School](#)

**HE.1.4.12 Describe the characteristics of a healthy relationship.**

[Covered in Grade 5](#)

**HE.1.4.13 Explain that everyone has the right to say who touches their body, when and how.**

[Covered in Grade 3](#)



# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 4

**HE.1.4.14 Describe why it is never ok to touch someone, or make someone touch you if they don't want to.**

**Covered in Grade 3**

**HE.1.4.15 Describe a variety of ways people express affection within various types of relationships.**

**Covered in Grades 3 and 5**

**HE.1.4.16 Define why bullying and teasing are inappropriate behaviors.**

**Covered in Grades 3 and 5**

**HE.1.4.17 Identify how media and technology influence our ideas about healthy relationships.**

**Not covered**

**HE.1.4.18 Discuss consent as it relates to personal boundaries.**

**Not covered**

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

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

**Lesson 21**

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

**Lesson 11**

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

**Lessons 18, 21**

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

**Lessons 13, 21**

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

**Not covered directly, could be added to Lesson 18**

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

**Covered in Grade 5**

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

**Covered in Grades 3 [cyberbullying] and 5 [cyberbullying, casual cruelty]**

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

**Not covered**

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

**Not covered**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 4

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

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

**Lessons 6, 20**

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

**Lesson 20**

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

**Lesson 27**

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

**Covered in Grade 5**

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

**Lesson 27**

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

**Lesson 27 [can be covered; gender specifically addressed at Grade 5]**

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

**Lesson 27**

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

**Lesson 27 [support in general; inappropriate touch/abuse covered in Grade 3]**

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

**Lesson 27 [support in general; gender expression covered in Grade 5]**

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

**Lesson 27 [support in general; inappropriate touch/abuse covered in Grade 3]**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 4

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

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

**Not covered specifically in Grade 4**

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

**Lessons 6, 15, 27**

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

**Lessons 13, 22**

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

**Lesson 15**

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

**Covered in Lesson 5 [gender]**

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

**Covered in Grade 5**

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

**Lesson 13 [in relation to dares]; 22 [in relation to drug use]**

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

**Lesson 15 [help for serious conflicts]**

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

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

**Lessons 14, 28**

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

**Lessons 14, 28**

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

**Lessons 14, 28**

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

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

**Lessons 9, 19**

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

**Lessons 9, 19**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 4

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

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

**Lessons 4, 12**

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

**Lessons 7, 16, 17, 18**

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

**Lessons 3, 5, 11, 12, 24**

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

**Lessons 25, 26, 27**

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

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

**Lessons 20, 24, 25, 26**

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

**Lessons 20, 24, 26**

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

**Bullying is covered at Grades 3 and 5; Grade 4 focuses on conflict resolution**

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

**Lesson 26 [in relation to puberty]**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 5

### GRADE FIVE PERFORMANCE INDICATORS

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

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

**Lessons 1, 2, 4, 5, 6, 7, 8, 11, 13, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 30, 32, 33, 34, 35**

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

**Lessons 1, 32**

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

**Lessons 9, 36**

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

**Lessons 9, 10, 11, 12**

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

**Not covered**

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

**Lessons 34, 35**

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

**Lesson 37**

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

**Covered in Middle School**

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

**Lessons 34, 35**

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

**Lesson 36 [gender only; sexual orientation covered in Middle School]**

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

**Lessons 32, 33, 34, 35**

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

**Lesson 36**

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

**Lesson 36**

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

**Lesson 2**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 5

HE.1.5.15 Explain that everyone has the right to say who touches their body, when and how.  
[Lesson 38 \[unwanted touch covered as an example situation—expand discussion as needed\]](#)

HE.1.5.16 Discuss why it is never ok to touch someone, or make someone touch you if they don't want to.  
[Lesson 38 \[unwanted touch covered as an example situation—expand discussion as needed\]](#)

HE.1.5.17 Analyze a variety of ways people express affection within various types of relationships.  
[Lesson 2 \[healthy relationships\]](#), [37 \[in context of abstinence\]](#)

HE.1.5.18 Analyze why bullying and teasing are inappropriate behaviors.  
[Lessons 7, 8, 9](#)

HE.1.5.19 Discuss how culture, media and technology influence our ideas about healthy relationships.  
[Lesson 14](#)

HE.1.5.20 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.  
[Lesson 3 \[will need to add social media examples\]](#)

HE.1.5.21 Practice how consent relates to personal boundaries.  
[Not covered](#)

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

HE.2.5.1 Analyze the influence of culture on personal health practices and behaviors. [Lessons 19, 36](#)

HE.2.5.2 Analyze how the school and community can support personal health practices and behaviors.  
[Lessons 4, 8, 9, 11, 13](#)

HE.2.5.3 Analyze how media influences thoughts, feelings, and health behaviors.  
[Lessons 14, 27, 30](#)

HE.2.5.4 Analyze how peers and family can influence healthy and unhealthy behaviors.  
[Lessons 7, 11, 19, 26, 30, 33](#)

HE.2.5.5 Discuss how friends and family can influence ideas about body image.  
[Covered in Middle School](#)

HE.2.5.6 Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender.  
[Lesson 36](#)

HE.2.5.7 Analyze ways that technology can influence personal health.  
[Lesson 8 \[cyberbullying\]](#), [14 \[media violence\]](#)

HE.2.5.8 Analyze ways friends and peers can influence various relationships.  
[Lessons 2 \[healthy relationships\]](#), [7 \[bullying\]](#), [11 \[fighting\]](#)

HE.2.5.9 Discuss potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.  
[Covered in context of bullying only \[Lessons 7 & 8\]](#)

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 5

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

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

**Lessons 4, 38**

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

**Lessons 4, 38**

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

**Lesson 38**

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

**Lesson 38**

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

**Lesson 38**

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

**Lessons 36, 38**

**HE.3.5.7 Discuss the sources of support, such as parents or other trusted adults, they can talk to about healthy and unhealthy relationships. **Lessons 2, 38****

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

**Lesson 38 [covered in example situation—expand discussion as needed]**

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

**Lesson 9 [bullying for any reason], 36 [gender expression]**

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

**Lesson 38 [covered in example situation—expand discussion as needed]**

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

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

**Lesson 3**

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

**Lesson 31**

# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 5

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

[Lesson 28](#)

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

[Lesson 12 \[in context of preventing fights\]; Grade 4 covers conflict resolution strategies](#)

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

[Lesson 36](#)

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

[Lesson 3](#)

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

[Lesson 28 \[refusal skills\]](#)

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

[Lesson 13](#)

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

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

[Lessons 12, 29](#)

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

[Lessons 12, 29](#)

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

[Lesson 29](#)

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

[Lesson 29, 30](#)

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

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

[Lessons 22, 23](#)

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

[Lessons 22, 23](#)

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

[Could be added to Lesson 13 \[getting help\], Lesson 14 \[media messages and violence\], or Lesson 15](#)



# OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

## Grade 5

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

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

**Lessons 25, 26, 30, 33**

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

**Lesson 23**

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

**Lessons 9, 12, 19**

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

**Lesson 36 [gender only]**

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

**Lessons 32, 33, 34, 35, 38**

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

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

**Lessons 9, 15, 27, 36**

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

**Lessons 9, 15, 27, 36**

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

**Lessons 9, 15**

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

**Lessons 9, 15, 36**

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

**Lessons 15, 36**