

**Oregon Department of Education
HS Health Education Standards**

	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12	L13	L14	L15		
	Climate Setting	Reproductive Systems	Pregnancy	Sexual Orientation & Gender Identity	Undoing Gender Stereotypes	Healthy Relationships	Coercion and Consent	Online Safety: Sexual Violence Prevention	Abstinence	Birth Control Methods	Preventing HIV & Other STDs	Condoms to Prevent Pregnancy, HIV and Other STDs	Testing for HIV & Other STDs	Communication & Decision Making	Improving School Health	Family Homework	Values Question Protocol

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

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

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

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

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

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

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

X

X

X

X

X

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HE.1.12.31 Identify the laws related to reproductive and sexual health care service (i.e., confidentiality, contraception, pregnancy options, safe surrender policies, prenatal care).

X X X

HE.1.12.32 Explain Oregon laws relating to minors' rights around contraception pregnancy, adoption, abortion and parenting.

X

HE.1.12.33 Describe the importance of getting tested for HIV and other STDs when people are sexually active.

X X

HE.1.12.34 Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.

X

HE.1.12.35 Describe prenatal practices that can contribute to a healthy pregnancy and possible risk factors. (i.e. healthy nutrition, behaviors, etc.)

X

HE.1.12.36 Define affirmative consent as a freely given enthusiastic yes.

X

HE.1.12.37 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.

X

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HE.1.12.45 Explain key concepts of nutrition including food groups, nutrient types, adequacy of diet, portion size and moderation, food safety and disease connection.

HE.1.12.46 Explain key concepts of mental & emotional health including stress, anxiety, depression, resilience, suicide and therapeutic treatment options.

HE.1.12.47 Explain the key concepts of violence and suicide prevention including roots of violence, signs and symptoms of suicidal thoughts, strategies for preventing violence.

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

HE.2.12.1 Analyze how culture influences health beliefs, behaviors, and outcomes.

HE.2.12.2 Analyze how the school and community influence health beliefs, behaviors, and outcomes.

HE.2.12.3 Analyze and critique how media influences health beliefs, behaviors, and outcomes.

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HE.2.12.19 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.

X

HE.2.12.20 Analyze how our values impact our sexual health-related decisions.

X X

HE.2.12.21 Analyze internal and external influences on decisions about pregnancy options and parenthood.

X

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

HE.3.12.1 Use a variety of valid and reliable resources to research health information.

HE.3.12.2 Evaluate the validity and reliability of health information, products, and services.

X

X

HE.3.12.3 Demonstrate how to access valid and reliable health products, resources, and services including but not limited to mental health, i.e., support for suicidal ideation and accessing culturally appropriate mental health support.

HE.3.12.4 Determine the accessibility of valid and reliable products and services that enhance health and resources or solutions to overcome barriers to access.

X

X

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HE.3.12.5 Access community resources that provide medically-accurate information about adolescent sexual anatomy and reproductive health..

X

HE.3.12.6 Access medically-accurate information and resources about pregnancy, pregnancy options, including parenting, abortion, and adoption, prenatal care and services.

X

X

HE.3.12.7 Access accurate information about healthy sexuality, including sexual orientation and gender identity.

X

X

HE.3.12.8 Access reliable information and resources about healthy and unhealthy relationships, and healthy boundaries as they relate to intimacy and sexual behavior.

HE.3.12.9 Access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

X

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HE.3.12.10 Access resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted or otherwise feel unsafe.

X

HE.3.12.11 Access medically-accurate information about STDs and HIV transmission and prevention, including local STD and HIV testing and treatment services with support for disclosure of STD status.

X

HE.3.12.12 Access medically-accurate information and resources about contraceptive methods, including abstinence, emergency contraception, and condoms.

X

X

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

HE.4.12.1 Practice effective and appropriate verbal and nonverbal communication skills with peers and adults to enhance health.

X

X

X

HE.4.12.2 Demonstrate and/or explain how to ask for and offer assistance to enhance the health of self and others in a culturally relevant manner.

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HE.4.12.3 Demonstrate and/or assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

X

HE.4.12.4 Demonstrate and/or assess strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

HE.4.12.5 Demonstrate respectful communication with and about people of all gender identities, gender expressions and sexual orientations.

X

X

HE.4.12.6 Demonstrate communication skills that foster healthy intimate and sexual relationships and show personal boundaries and respect for the boundaries of others.

X

HE.4.12.7 Demonstrate the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.

X

HE.4.12.8 Practice effective communication skills to ensure affirmative consent in all sexual relationships.

X

X

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HE.4.12.9 Demonstrate skills to communicate decisions about whether or when to engage in sexual behaviors, and to practice safer sex, including STD and HIV prevention, and STD and HIV testing and disclosure of status.

X

HE.4.12.10 Demonstrate effective skills to negotiate agreements about the use of technology in relationships.

HE.4.12.11 Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe in an intimate or sexual relationship.

X

HE.4.12.12 Demonstrate effective strategies to avoid or end an unhealthy relationship.

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

HE.5.12.1 Determine the benefits of practicing a thoughtful decision-making process to enhance health.

HE.5.12.2 Examine protective factors and barriers that can impact decision-making.

HE.5.12.3 Evaluate when additional adult and/or professional input is appropriate for health-related decision-making.

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HE.5.12.4 Generate a variety of options to solve health related issues or problems and predict potential short term and long term impacts of each option on self and others.																	
HE.5.12.5 Defend a health-enhancing decision.																	
H.E.5.12.6 Apply the decision-making process to make safe choices while driving or riding in motor vehicles.																	
HE.5.12.7 Evaluate the outcome and effectiveness of a health-related decision.																	
HE.5.12.8 Apply a decision-making process to make choices about contraception, including abstinence and condoms.														X			
HE.5.12.9 Model a decision making process to make healthy choices around sexual health.														X			
HE.5.12.10 Apply a decision making process to promote consensual sexual activity within healthy relationships.														X			
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.																	
HE.6.12.1 Develop a goal and create an action plan to maintain or improve health.											X						
HE.6.12.2 Assess personal health practices and overall health status as the first step in determining a personal health goal.											X						

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HE.6.12.3 Implement strategies and monitor progress in achieving a personal health goal.

HE.6.12.4 Evaluate the outcome of a personal health goal.

HE.6.12.5 Develop a personal short term goal and action plan to improve nutrition and/or fitness.

HE.6.12.6 Set a personal goal to not have sex until you're ready.

HE.6.12.7 Set a personal goal to use protection when sexually active.

HE.6.12.8 Develop a personal goal to be treated with dignity and respect.

HE.6.12.9 Develop short and long-term goals to maintain sexual health.

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

HE.7.12.1 Explain the role of individual responsibility for enhancing health.

HE.7.12.2 Demonstrate the ability to practice a variety of healthy behaviors that can maintain or improve the health of self and others including explaining and demonstrating CPR Bill 79, 2015.

X

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HE.7.12.3 Demonstrate the ability to practice a variety of healthy behaviors to avoid or reduce health risks of self and others.

HE.7.12.4 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.

HE.7.12.5 Explain individual responsibility for testing and informing partners about STDs and HIV status.

HE.7.12.6 Describe how alcohol and other drug use can affect one's ability to perceive or provide consent.

HE.7.12.7 Demonstrate on anatomical models, or list the steps for how to perform breast, testicular, and genital self-exams.

HE.7.12.8 Demonstrate the steps to correctly use a condom and/or other barrier methods.

HE.7.12.9 Analyze the criteria for evaluating the health of a relationship.

HE.7.12.10 Demonstrate respect for the boundaries of others and practice affirmative consent.

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HE.7.12.11 Demonstrate how to set and respect boundaries around social media and technology use in relationships.

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

HE.8.12.1 Utilize data to formulate a health-enhancing message.

HE.8.12.2 Demonstrate how to influence and support others to make positive health choices.

HE.8.12.3 Adapt health messages and communication techniques to a specific target audience.

HE.8.12.4 Work cooperatively as an advocate for improving personal, family, and community health.

HE.8.12.5 Advocate for the promotion of respect and empathy for individual differences.

HE.8.12.6 Advocate for school policies and programs that promote healthy relationships and a safe and inclusive environment for all.

X

X

