DEPARTMENT OF
EDUCATION

OREGON

Standards By Design:

Eighth Grade for Health Education (2012)

Health Education (2012)

Eighth Grade

Eighth grade health skills and concepts include continuing to demonstrate refusal skills around the use of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances. Students work to demonstrate personal health care practices preventing the spread of communicable disease and advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

To promote environmental health, students identify ways to reduce exposure to potentially harmful and toxic substances, including second-hand smoke and the effects of transportation on the environment, health, and air quality. They also learn how to track progress toward achieving a short-term personal goal related to variety and moderation within healthy eating. Students recognizing diversity among people and demonstrating positive communication skills expressing personal needs, identifying personal characteristics that reflect a healthy self-image will promote the mental, social and emotional health of students.

Through identifying personal health benefits (academic, physical, mental, emotional, and social) of physical activity and understanding the dangers and legal issues related to the use of steroids, performance-enhancing drugs and controlled substances, students learn the importance of physical activity. Students identify school, home and community resources for mental and emotional health concerns and practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity.

Students identify rules and laws intended to prevent injuries, demonstrate personal responsibility to follow safety-related laws, use the decision making process to use safety practices in and around motorized vehicles, and design an advocacy campaign for preventing violence, aggression, bullying and harassment. Students also learn about violence and suicide prevention by demonstrating how to report unsafe situation to a trusted adult(s) and safe ways to respond to bullying and cyber bullying.

Alcohol, Tobacco and Other Drug Prevention

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.
CC = Core Concepts
AI = Accessing Information
SM = Self Management
INF = Analyzing Influences
IC = Interpersonal Communication
GS = Goal Setting
DM = Decision Making
ADV = Advocacy

Acquire knowledge and skills to understand the physical, social emotional effects of alcohol, tobacco, and other drugs and their use. [Related ORS: 336.455 Human Sexuality Education (K-12); 342.726 Curricula to include Steroids and Performance Enhancing Substances (K-12); Related OAR: 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12); 581-022-1440 Human Sexuality Education (K-12); 581-022-0416 Steroids and Performance Enhancing Substances (K-12); 581-022-1510 Comprehensive Guidance and Counseling (K-12)]

HE.08.AT01.CC Describe the benefits of a tobacco and drug-free environment.

HE.08.AT01.IC Demonstrate refusal skills related to the use of alcohol, tobacco, inhalant and other drug use.

HE.08.AT02.CC Explain why most youth do not use alcohol, tobacco and other drugs.

HE.08.AT02.INF Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.

HE.08.AT03.CC Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.

HE.08.AT03.DM Analyze the short and long term effects of drugs using the decision making model.

HE.08.AT04.CC Explain the stages of drug dependence and addiction and its' effects on the adolescent brain.

HE.08.AT04.AI Identify places at school, in the home and community that provide support to those affected by alcohol, tobacco and drug addiction.

HE.08.AT04.INF Identify individual factors that modify drug effects including age, gender, weight, dosage, purity, tolerance, drug interactions.

HE.08.AT05.CC Explain the impact of second hand smoke.

HE.08.AT05.GS Set a goal to avoid secondhand smoke.

HE.08.AT06.CC Explain appropriate use of 'over the counter' and prescription drugs.

HE.08.AT06.AI Name an appropriate person in the school and/or community to dispense medications.

HE.08.AT07.CC Explain school policies and community laws related to alcohol, tobacco and illegal drug use, possession, and sales.

HE.08.AT07.ADV Advocate in the school and community for a drug and tobacco-free environment.

HE.08.AT08.CC Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.

CC = Core Concepts
AI = Accessing Information
SM = Self Management
INF = Analyzing Influences
IC = Interpersonal Communication
GS = Goal Setting
DM = Decision Making
ADV = Advocacy

HE.08.AT08.IC Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving.

HE.08.AT09.CC Identify the effects of alcohol, tobacco and other drug use during pregnancy.

No skill listed for this concept

HE.08.AT10.CC Identify the effects of alcohol, tobacco, other drugs, including anabolic steroids and performance enhancing drugs.

No skill listed for this concept.

Prevention and Control of Disease

Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease. [Related ORS: 336.455 Human Sexuality Education Courses (K-12); Related OARs: 581-022-1210 District Curriculum, instruction of infectious diseases, including AIDS/HIV and Hepatitis B (K-12); 581-022-1440 Human Sexuality Education]

HE.08.PC01.CC Identify the differences between communicable diseases and non-communicable diseases.

No skill listed for this concept

HE.08.PC02.CC Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS, STDs and Hepatitis B and C.

HE.08.PC02.SM Demonstrate personal health care practices that prevent the spread of communicable disease.

HE.08.PC02.ADV Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.

Promotion of Environmental Health

Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society. [Related ORS: 339.883 Tobacco Free Schools (K-12); Related OARs: 333-015-0025 -0085 Tobacco and Public Places; 581-021-0110 Tobacco Free Schools (K-12); 581-022-0413 Prevention Education in Drugs and Alcohol (K-12); 737-025-0000 – 0080 Safe Routes to School (K-12)]

HE.08.PE01.CC Identify sources of air and water pollution and how pollution affects health.

HE.08.PE01.AI Identify a specific health outcome as a result of air and/or water pollution, such as asthma.

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.

CC = Core Concepts
AI = Accessing Information
SM = Self Management
INF = Analyzing Influences
IC = Interpersonal Communication
GS = Goal Setting
DM = Decision Making
ADV = Advocacy

HE.08.PE01.SM Demonstrate ways to reduce your exposure to air and water pollution.

HE.08.PE02.CC Identify ways to reduce exposure to the sun.

HE.08.PE02.SM Describe personal strategies for minimizing potential harm from exposure to the sun.

HE.08.PE02.INF Analyze media messages that prevent and/or promote sun exposure.

HE.08.PE03.CC Identify ways to reduce exposure to potentially harmful and toxic substances, including second-hand smoke and how these substances may affect health.

HE.08.PE03.DM Use a decision making process to prevent exposure to harmful substances.

HE.08.PE04.CC Identify ways that transportation affects environment, health, and air quality.

HE.08.PE04.GS Set a goal for using active transportation.

HE.08.PE04.DM Use a decision making model to consider alternative modes of transportation.

Promotion of Healthy Eating

Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases [Related ORS: 336.423 Local Wellness Program; Related Public Law: PL 108–265, Section 204, USDA School Policy 42-2011 - Child Nutrition Reauthorization 2010]

HE.08.PH01.CC Compare and contrast the food groups, nutrients and serving size in the USDA recommended guidelines.

HE.08.PH01.SM Conduct a personal dietary assessment using the USDA guidelines.

HE.08.PH02.CC Explain the importance of variety and moderation in food selection and consumption.

HE.08.PH02.GS Track progress toward achieving a short-term personal goal related to variety and moderation within healthy eating.

HE.08.PH03.CC Identify the impact nutrition has on chronic disease.

HE.08.PH03.INF Differentiate between eating habits that are health promoting and eating habits linked to disease.

HE.08.PH04.CC Understand health risks of improper food handling.

HE.08.PH04.IC Share proper food preparation and storage practices with others.

HE.08.PH04.ADV Advocate for proper food preparation and storage practices in the home.

HE.08.PH05.CC Identify disordered eating habits and symptoms.

HE.08.PH05.SM Promote healthy ways to maintain or lose weight through eating habits, not dieting.

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.

CC = Core Concepts
AI = Accessing Information
SM = Self Management
INF = Analyzing Influences
IC = Interpersonal Communication
GS = Goal Setting
DM = Decision Making
ADV = Advocacy

HE.08.PH05.INF Identify how food choices are influenced by culture, family, media, technology, peers, body image and emotions.

Promotion of Mental, Social and Emotional Health

Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal relationships. [Related ORS: 339.351 – 364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12); 336.455 Human Sexuality Education (K-12); Related OAR: 581-022-0413 Prevention Education for Drugs and Alcohol (K-12); 581-022-0711 Child Abuse Reporting; 581-022-1440 Human Sexuality Education (K-12); 581-022-1510 Comprehensive Guidance and Counseling (K-12)]

HE.08.PM01.CC Explain how to build and maintain healthy family, peer, and dating relationships.

> **HE.08.PM01.IC Demonstrate effective communication skills that encourage healthy relationships.**
>
> **HE.08.PM01.DM Make decisions that enhance or establish healthy relationships.**
>
> **HE.08.PM01.ADV Advocate for healthy communication skills within relationships.**

HE.08.PM02.CC Identify qualities that contribute to a healthy self-image.

> **HE.08.PM02.INF Analyze influences that may affect self-esteem (e.g., peers, media, and adults).**
>
> **HE.08.PM02.GS Set goals around increasing healthy self-image.**

HE.08.PM03.CC Identify personal stressors at home, in school and community.

> *HE.08.PM03.SM Practice managing personal stressors with peers, at home, in school, and community.*
>
> *HE.08.PM03.GS Develop achievable goals to handle stressors in a healthy way.*

HE.08.PM04.CC Recognize diversity among people, including age, disability national origin, race, color, marital status, sex, sexual orientation and gender identity.

> **HE.08.PM04.SM Demonstrate appropriate ways to respect and include others who are different from you.**
>
> **HE.08.PM04.ADV Advocate respect for diversity.**

HE.08.PM05.CC Identify how to manage emotions during adolescence.

> **HE.08.PM05.AI Identify home, school and community resources for mental and emotional health concerns.**

HE.08.PM06.CC Identify the causes, effects and symptoms of depression, including suicide.

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.
CC = Core Concepts
AI = Accessing Information
SM = Self Management
INF = Analyzing Influences
IC = Interpersonal Communication
GS = Goal Setting
DM = Decision Making
ADV = Advocacy

HE.08.PM06.AI Identify school and community resources that can help a person who is depressed or contemplating suicide.

HE.08.PM06.IC Communicate to a peer ways of accessing help in a critical situation.

HE.08.PM07.CC Explain eating disorders and symptoms.

HE.08.PM07.INF Identify how food choices are influenced by culture, family, media, technology, peers, body image and emotions.

HE.08.PM08.CC Identify different types of addictive behaviors, including drug use and problem gambling.

HE.08.PM08.AI Identify school and community resources that provide support for addictive behaviors.

HE.08.PM08.INF Identify the influences that may encourage young people to try addictive drugs and participate in addictive behaviors.

HE.08.PM08.DM Use a decision making model to avoid or refuse addictive substances and/or behaviors.

HE.08.PM09.CC Describe law for reporting child abuse.

HE.08.PM09.AI Identify school and community resources for reporting child abuse.

Promotion of Physical Activity

Acquire knowledge and skills to understand the role physical activity has in promoting health. [Related ORS: 342.726 Steroids and Performance Enhancing Substances (K-12); 329.496 – 501 Physical Education Requirements (K-12); Related OAR: 581-022-1661 Physical Education Requirements (K-12); 581-022-0416 Steroids and Performance Enhancing Substances (K-12)]

HE.08.PP01.CC Explain the physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease.

HE.08.PP01.AI Access the recommended amount and types of physical activity for adolescents.

HE.08.PP01.SM Identify ways to be physically active throughout a lifetime.

HE.08.PP01.GS Design, implement, and monitor a personal physical activity plan.

HE.08.PP02.CC Identify appropriate use of safety equipment and procedures for physical activity.

HE.08.PP02.IC Share with others appropriate use of safety equipment for physical activity.

HE.08.PP03.CC Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight and percentage of body fat.

HE.08.PP03.INF Differentiate between a sedentary lifestyle and an active lifestyle.

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.

CC = Core Concepts
AI = Accessing Information
SM = Self Management
INF = Analyzing Influences
IC = Interpersonal Communication
GS = Goal Setting
DM = Decision Making
ADV = Advocacy

HE.08.PP03.ADV Advocate to community and school leaders for more opportunities to be physically active at school.

HE.08.PP04.CC Name the dangers and legal issues related to the use of steroids, performance-enhancing drugs and controlled substances.

HE.08.PP04.IC Use refusal skills to avoid the use of steroids, performance enhancing drugs and controlled substances.

Promotion of Sexual Health

Acquire knowledge and skills to understand the importance of safe behaviors in maintaining sexual health. [Related ORS: 336.455 Human Sexuality Education (K-12); 339.351-339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12); Related OAR: 581-022-1210 District Curriculum and Instruction (K-12); 581-022-1440 Human Sexuality Education (K-12) 581-022- 0413 Prevention Education in Drugs and Alcohol (K-12); 581-022-1510 Comprehensive Guidance and Counseling (K-12)]

HE.08.PS01.CC Describe physical, social and emotional changes that occur during puberty.

HE.08.PS01.AI Identify medically accurate sources of information about puberty, development and sexuality.

HE.08.PS01.INF Analyze how friends, family, media, society and culture can influence self-concept and body image.

HE.08.PS02.CC Define sexual intercourse and its relationship to human reproduction.

No skill listed for this concept

HE.08.PS03.CC Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.

HE.08.PS03.AI Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy.

HE.08.PS03.GS Set a personal goal to avoid an unintended pregnancy.

HE.08.PS04.CC Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV/Hepatitis B and C and pregnancy.

HE.08.PS04.INF Define values and what influences our values, including the media; analyze how our values impact our sexual health-related decisions.

HE.08.PS04.ADV Advocate for the promotion of abstinence as the safest most effective method of protection from STD/HIV, Hepatitis B and C, and pregnancy.

HE.08.PS05.CC Identify methods of protection including abstinence, disease reduction measures and contraception, from STD/HIV, Hepatitis B and C and pregnancy.

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.

CC = Core Concepts
AI = Accessing Information
SM = Self Management
INF = Analyzing Influences
IC = Interpersonal Communication
GS = Goal Setting
DM = Decision Making
ADV = Advocacy

HE.08.PS05.AI Access appropriate school, home and community resources to meet specific needs for sexual health, including pregnancy and STD/HIV/Hepatitis B and C testing, and contraception.

HE.08.PS05.SM Demonstrate the steps to using a condom.

HE.08.PS05.IC Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence condoms and other safer sex practices.

HE.08.PS05.DM Use a decision making model to choose abstinence or effective contraceptives, other safer sex practices.

HE.08.PS06.CC Identify possible short and long-term consequences of sexual activity, including what it means to be responsible for the results of one's decisions.

HE.08.PS06.IC Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity, and consent.

HE.08.PS06.DM Use a decision making model to avoid sexual activity that may put you and your partner at personal risk.

HE.08.PS07.CC Describe gender roles, gender identity and sexual orientation within healthy sexuality.

HE.08.PS07.ADV Advocate for school policies and programs that promote dignity and respect for all.

HE.08.PS08.CC Identify the impact of alcohol and other drug use on sexual decision-making.

HE.08.PS08.INF Analyze the role of alcohol and other drug use in sexual violence-related situations.

HE.08.PS09.CC Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.

HE.08.PS09.SM Demonstrate ways they can respond when someone is being bullied or harassed.

HE.08.PS10.CC Differentiate between biological sex, sexual orientation, and gender identity and expression.

HE.08.PS10.SM Explain how to promote safety, respect, awareness and acceptance.

HE.08.PS10.INF Analyze the influ-ence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity.

HE.08.PS11.CC Compare and contrast the charac-teristics of healthy and unhealthy relationships.

HE.08.PS11.SM Explain the criteria for evaluating the health of a relationship.

HE.08.PS12.CC Describe a range of ways people express affection within various types of relationships.

HE.08.PS12.IC Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.

CC = Core Concepts
AI = Accessing Information
SM = Self Management
INF = Analyzing Influences
IC = Interpersonal Communication
GS = Goal Setting
DM = Decision Making
ADV = Advocacy

HE.08.PS13.CC Define STDs, HIV, Hepatitis B/C and how they are and are not transmitted.

HE.08.PS13.AI Identify medically-accurate information about STDs, HIV, and Hepatitis B/C.

HE.08.PS14.CC Describe the consequences of prejudice, discrimination, racism, sexism and hate crimes.

HE.08.PS14.ADV Advocate for the promotion of empathy for indivi-dual differences.

Unintentional Injury Prevention

Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury. [Related ORS: 336.071 Emergency drills and instruction (K-12); Related OAR: 581-022-0413 Prevention Education in Drugs and Alcohol (K-12); 581-022-1210 District curriculum and Instruction (K-12); 581-022-1420 Emergency plans and safety programs (K-12)]

HE.08.UI01.CC Explain ways to prevent fires and reduce the risk of injuries in case of fire.

HE.08.UI01.INF Analyze how the media portrays fire and explosives and compare to safe and appropriate use.

HE.08.UI01.DM Understand the legal, financial and social consequences of fire and decide how to be responsible with fire.

HE.08.UI02.CC Explain ways to reduce risk of injuries in and around water.

HE.08.UI02.IC Demonstrate verbal and non-verbal communication to avoid unsafe situations in and around water.

HE.08.UI03.CC Explain safe behaviors when traveling to and from school and in the community.

HE.08.UI03.AI Identify laws intended to prevent injuries at school and in the community.

HE.08.UI03.SM Demonstrate personal responsibility to follow safety-related laws, including proper use of a helmet.

HE.08.UI03.DM Use the decision making process to use safety practices in and around motorized vehicles.

HE.08.UI04.CC Explain ways to reduce risk of injuries during sports/recreational participation.

HE.08.UI04.INF Examine the role of extreme risk-taking actions in the media and its' possible effects on behavior.

HE.08.UI04.GS Develop a goal to wear safety equipment correctly, even when peers do not.

HE.08.UI04.ADV Student advocate for injury self-reporting.

HE.08.UI05.CC Explain what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes.

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.

CC = Core Concepts
AI = Accessing Information
SM = Self Management
INF = Analyzing Influences
IC = Interpersonal Communication
GS = Goal Setting
DM = Decision Making
ADV = Advocacy

HE.08.UI05.AI Demonstrate an awareness of websites or organizations that promote survival kits and skills.

HE.08.UI05.SM Know your community's emergency response plan (CERT) and how you can participate in it.

HE.08.UI05.IC Devise a communication plan with your family so all the members know how to contact each other in case of emergency.

HE.08.UI06.CC Describe basic first aid procedures needed to treat injuries and other emergencies.

HE.08.UI06.SM Demonstrate procedures to get help in emergency situations and to stabilize injury situations until help arrives.

HE.08.UI07.CC Identify ways to prevent situations that might harm vision and hearing.

HE.08.UI07.SM Demonstrate ways to prevent risk of vision and hearing injuries.

HE.08.UI08.CC Identify ways to prevent climate-related physical conditions, such as physical exhaustion, sunburn, heat stroke and hypothermia.

No skill listed for this concept

HE.08.UI09.CC Explain the impact of alcohol, tobacco and other drugs on unintentional injury.

HE.08.UI09.INF Determine how alcohol and other drugs can affect behaviors that can lead to injury.

HE.08.UI09.IC Demonstrate strategies and refusal skills to avoid situations that may cause injury.

Violence and Suicide Prevention

Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors. [Related ORS: 339.351 – 364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12); Related OAR: 581-022-1510 Comprehensive Guidance and Counseling (K-12)]

HE.08.VS01.CC Explain pro-social behaviors.

HE.08.VS01.SM Demonstrate effective ways to promote respect for self and others.

HE.08.VS01.IC Practice and use a variety of clear communication skills and peer resistance skills to promote pro-social behavior.

HE.08.VS02.CC Explain how violence, aggression, bullying, cyber-bullying, and harassment affect health and safety.

HE.08.VS02.ADV Design an advocacy campaign for preventing violence, aggression, bullying, cyber-bullying, and harassment.

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.

CC = Core Concepts
AI = Accessing Information
SM = Self Management
INF = Analyzing Influences
IC = Interpersonal Communication
GS = Goal Setting
DM = Decision Making
ADV = Advocacy

HE.08.VS03.CC Explain the role problem-solving, anger management and impulse control have on preventing violence.

HE.08.VS03.IC Demonstrate the steps of problem-solving, anger management and impulse control.

HE.08.VS04.CC Describe the differences between physical, verbal, relational, sexual, and dating violence.

HE.08.VS04.GS Set a goal to prevent and avoid physical, verbal, relational and sexual, and dating violence.

HE.08.VS05.CC Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.

HE.08.VS05.AI Identify reporting process within school setting.

HE.08.VS05.IC Demonstrate a variety of clear communication skills to report dangerous situations.

HE.08.VS05.GS Set a personal goal to prevent and stop violence (including bullying and cyber bullying).

HE.08.VS05.ADV Advocate for a safe and civil school environment that fosters learning and achievement.

HE.08.VS06.CC State the warning signs of suicide.

HE.08.VS06.AI Describe how to access resources when you or someone else is depressed or considering suicide.

HE.08.VS06.SM Identify the early signs of stress and implement stress management techniques.

HE.08.VS07.CC Identify that media and technology may contains violent messages and images.

HE.08.VS06.INF Differentiate between pro-social and anti-social words and actions in the media.

HE.08.VS06.GS Set personal media and technology viewing goals.

Text in bold denotes skills adopted by the Board and are required. *Text in italics* denotes recommended skills and are optional.
CC = Core Concepts
AI = Accessing Information
SM = Self Management
INF = Analyzing Influences
IC = Interpersonal Communication
GS = Goal Setting
DM = Decision Making
ADV = Advocacy