

# **HEALTH EDUCATION**

## **PRIORITIZATION OF OREGON HEALTH EDUCATION STANDARDS GRADE LEVEL CURRICULUM MAP GRADES 6-8**

Eugene School District 4J  
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## HEALTH EDUCATION

The Oregon Board of Education adopted Health Education Content Standards in February 2005. A team of middle school health educators reviewed the Oregon Health Education Standards document and the Oregon Department of Education grade level-mapping document in health and determined specific grade level and priority ranking within the grade level to provide a comprehensive health education program including health concepts and skills.

This document identifies the eight basic health skills that students will develop in order to make healthy decisions. In addition, this document identifies the nine major health content areas, concepts to be taught, and examples of skill based activities that may be used to teach these concepts. Resources are also listed, aligning the district adopted Michigan Model for Comprehensive Health Education curricula and other district adopted health education curricula materials with the concepts to be taught. This document will help teachers determine which concepts and skills to prioritize at the different grade levels, what materials are presently available, and what areas we need to strengthen in our curricula, as we look to the future.

The eight health skills that students will develop at each grade level are: Concepts (CC), Accessing Information (AC), Self Management (SM), Analyzing Influences (INF), Interpersonal Communication (IC), Goal Setting (GS), Decision Making (DM), and Advocacy (AV). Items in the tables that are in bold are grade level benchmarks. Priority rankings are identified in three priority areas: E (Essential skills to be taught at this grade level; I (Important skills to be taught at this grade level, spend less time than on essential skills, but still important and C (condensed skills, covered in more depth at other grade levels but will be covered very briefly or reviewed at this grade level).

Resources listed in italics are not district adopted health education curricula. They are suggested as examples of possible supplemental materials that teachers may choose to use in their instructional program. A Health Education Resource Packet developed for each grade level, is available from the 4J print provider and provides additional resources for the classroom teacher.

**Grades 6-8**

**HEALTH SKILLS**—The study of health education prepares students to make healthy decisions and take healthy actions on matters concerning personal, family and community health. The goal of health education is that students become health literate -- the ability to obtain, interpret, and understand basic health information and services. More importantly, they will have competence to use such information and services in ways which are health-enhancing.

**Common Curriculum Goals**—Demonstrate ability to use health skills, to obtain and interpret health information, to manage personal behaviors and to advocate for health and safety issues.

<b>Accessing Information</b> Demonstrate ability to access valid health and safety related information. <b>Identify and access resources at home, at school, and in the community for health and safety information.</b>	E	E
<b>Self-Management</b> Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks. <b>Demonstrate management skills to prevent unsafe situations and promote behaviors that enhance health and safety.</b>	E	E
<b>Analyzing Influences</b> Demonstrate ability to analyze influences of culture, media, technology and other factors on health. <b>Identify influences on health and well-being (e.g., culture, family, media, technology, peers, body image, emotions, and physical environment).</b>	E	E
<b>Interpersonal Communication</b> Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety. <b>Use communication skills to help self and others avoid unsafe situations and promote healthy behaviors.</b>	E	E
<b>Goal Setting</b> Demonstrate ability to use goal-setting skills to enhance health and safety. <b>Use a goal setting model to set goals that enhance health and safety.</b>	E	E
<b>Decision Making</b> Demonstrate ability to use decision-making skills to enhance health and safety. <b>Use a decision making model to make positive health and safety decisions.</b>	E	E
<b>Advocacy</b> Demonstrate the ability to advocate for personal, family and community health and safety. <b>Advocate for the benefits of safe and healthy actions and environments at home, at school and in the community.</b>	E	E

**Grades 6-8**

**ALCOHOL, TOBACCO AND OTHER DRUG PREVENTION – Acquire knowledge and skills to understand the physical, social and emotional effects of alcohol, tobacco and other drugs and their use.**

**Common Curriculum Goals: Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention**

<b>Alcohol, tobacco and other drug prevention concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
<b>Describe the benefits of a tobacco and drug-free environment.</b> <b>SKILL: IC</b> <b>(Demonstrate refusal skills around the use of alcohol, tobacco, inhalant and other drug use)</b>	<b>E</b>	<b>E</b>	<b>E</b>	ETR Health Smart, Unit 4, Lessons 1,2,3,4,5,6, 7 pg.164-202  Project ALERT Lessons 1, 4, 5, 6, 7, 9, 11	ETR Health Smart, Tobacco, Alcohol and Other Drug Prevention, Lesson 1&2 pg. 4-34  Project ALERT Booster Lessons 2, 3	Michigan Model Modules, It’s No Mystery:Tobacco is a Killer, Lesson 5 & 7 pg. 65-80.  Michigan Model Modules, Protect A Friend, Share Your Skills, Lessons 5, 6,7,8, 9, 10, 11, 12, 13 pg. 37-104.
Explain why most youth do not use alcohol, tobacco and other drugs. <b>SKILL: INF</b> (Identify the influences that encourage young people to abstain from alcohol, tobacco and other drug use)	<b>I</b>	<b>C</b>	<b>I</b>	ETR Health Smart, Unit 4, Lessons 1,2,4,5 pg. 164-173, 183-194  Project ALERT Lesson 3	ETR Health Smart, Tobacco, Alcohol and Other Drug Prevention, Lesson 1&2 pg. 4-34	Michigan Model Modules, It’s No Mystery:Tobacco is a Killer: Lessons 4,5, 6, 7 pg. 55-95  Michigan Model Modules, Protect A Friend, Share Your Skills Lessons 1, 2, 3 pg. 1-30
Explain short-and long-term effects, including social, legal, economic and cosmetic effects of alcohol, tobacco, inhalant and other drug use.	<b>I</b>	<b>C</b>	<b>E</b>	ETR Health Smart, Unit 4 Lesson 1,2,3,4,5 pg. 164-194  Project ALERT Lessons 2, 8 <i>DV 060121</i>	ETR Health Smart, Tobacco, Alcohol and Other Drug Prevention, Lesson 1&2 pg. 4-34  Project ALERT Booster Lesson 1	Michigan Model Modules, It’s No Mystery:Tobacco is a Killer: Lesson 2 pg. 23-32  Michigan Model Modules, Protect A Friend, Share Your Skills, Lessons 4, 5, 6 pg.31-48, Lesson 13 pg. 89-104

				<i>Nicotine: Just say Know</i>		
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<b>Alcohol, tobacco and other drug prevention concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
<p>Explain the stages of drug dependence and addiction and it's effects on the adolescent brain.  <b>SKILL: AC</b>            (Identify places at school, in the home and community that provide support to those affected by alcohol, tobacco and drug addiction)  <b>SKILL: INF</b>            (Identify individual factors that modify drug effects including age, gender, weight, dosage, purity, tolerance, drug interactions)</p>	<b>I</b>	<b>E</b>	<b>E</b>	<p>ETR Health Smart, Unit 4, Lesson 1,4, pg. 164-168, 183-185</p> <p><i>DV 050438</i>  <i>Alcohol and Alcoholism</i></p>	<p>ETR Health Smart, Tobacco, Alcohol and Other Drug Prevention, Lesson 1&amp;2 pg. 4-34</p> <p><i>Oregon Partnership</i>  <i>Kristin Nielsen</i>  <i>800-282-7035</i>  <i>www.orpartnershil.org</i></p>	<p><i>Oregon Partnership</i>  <i>Kristin Nielsen</i>  <i>800-282-7035</i>  <i>www.orpartnershil.org</i></p>
<p>Explain the dangers of secondhand smoke.  <b>SKILL: GS</b>            (Set a goal to avoid secondhand smoke)</p>	<b>I</b>	<b>C</b>	<b>I</b>	<p><i>DV 060120</i>  <i>Second Hand Smoke: Just Say Know</i></p>	<p>ETR Health Smart, Tobacco, Alcohol and Other Drug Prevention, Lesson 1, Activity 2, pg. 10-12</p>	<p>Michigan Model Modules, It's No Mystery: Tobacco is a Killer Lessons 1, 7 pg. 1-21, 89-94</p>

Describe appropriate use of 'over the counter' and prescription drugs. SKILL: AC (List an appropriate person in the school community to dispense medications)	<b>I</b>	<b>C</b>	<b>I</b>			
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<b>Alcohol, tobacco and other drug prevention concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
Explain school policies and community laws related to alcohol, tobacco and illegal drug use, possession, and sales. SKILL: AV (Advocate in the school and community for a drug and tobacco-free environment)	<b>E</b>	<b>E</b>	<b>C</b>	Student Rights and Responsibilities Handbook	ETR Health Smart, Tobacco, Alcohol and Other Drug Prevention, Lesson 1, Activity 2 pg. 10-12  Student Rights and Responsibilities Handbook	Michigan Model Module, It's No Mystery: Tobacco is a Killer: Lesson 3 pg. 33-54  Michigan Model Module, Protect A Friend, Share Your Skills, Lesson 4, pg. 31-36  Student Rights and Responsibilities Handbook
Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior. SKILL: IC (Demonstrate refusal skills toward drinking and driving or being a passenger when the driver has been drinking and driving)	<b>C</b>	<b>I</b>	<b>I</b>	ETR Health Smart, Unit 4, Lesson 1 pg. 183-184, Unit 2, pg.87-88	ETR Health Smart, Violence and Injury Prevention, Lesson 4, Activity 1 pg. 52-56, Activity 3 pg. 65-69	Michigan Model Modules, Protect A Friend, Share Your Skills, Lesson 7 pg. 49-72

Identify the effects of alcohol, tobacco and other drug use during pregnancy.	<b>C</b>	<b>C</b>	<b>I</b>		ETR Health Smart, HIV, STD, & Pregnancy Prevention, Lesson 3, pg. 64	
Identify the effects of alcohol, tobacco and other drug use on athletic performance.	<b>I</b>	<b>C</b>	<b>I</b>			Michigan Model Module, It's No Mystery: Tobacco is a Killer: Lesson 5, pg. 77

### Grades 6-8

**PREVENTION AND CONTROL OF DISEASE – Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease.**

**Common Curriculum Goals: Demonstrate self management and advocacy skills while understanding the relationships among health behaviors and prevention of disease.**

<b>Prevention and control of disease concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
Identify the differences between communicable diseases and non-communicable diseases.	<b>E</b>	<b>I</b>	<b>C</b>	<i>Prevention Website, Power Point Teacher Curricula Resources, Communicable or Non Communicable</i>	<i>Prevention Website, Power Point Teacher Curricula Resources, Communicable or Non Communicable</i>	Michigan Model Modules, HIV, AIDS and Other STDs, Lesson 1, pg. 1-18 <i>Prevention Website, Power Point Teacher Curricula Resources, Communicable or Non Communicable</i>
<b>Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS and Hepatitis B and C.</b> <b>SKILL: SM</b> <b>(Demonstrate personal health care practices that</b>	<b>E</b>       <b>E</b>	<b>E</b>       <b>E</b>	<b>E</b>       <b>E</b>	<i>Making a Difference, Module 2</i> <i>HIV Positive Speakers, HIV Alliance</i> <i>DV 050266</i> <i>Germ</i>	Making Proud Choices, Module 4, pg. 83-100  ETR Health Smart, HIV, STD, & Pregnancy Prevention Lesson 2, Activity3, pg. 33-36 <i>HIV Positive Speakers, HIV</i>	Reducing the Risk, Alternate Lesson 1  <i>HIV Positive Speakers, HIV Alliance</i>

<p><b>prevent the spread of communicable disease)</b>  <b>SKILL: AV</b>  <b>(Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C)</b></p>	<b>E</b>	<b>E</b>	<b>E</b>		<p><i>Alliance</i></p> <p><i>HIV Positive Speakers, HIV Alliance</i></p>	
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**Grades 6-8**

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

**Common Curriculum Goals: Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.**

<b>Promotion of environmental health concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
<p>Identify sources of air and water pollution and how pollution affects health.  <b>SKILL: AC</b>            (Identify a specific health outcome as a result of air and/or water pollution, such as asthma)  <b>SKILL: SM</b>            (Demonstrate ways to reduce your exposure to air and water pollution)</p>	<b>E</b>	<b>C</b>	<b>I</b>	<p><i>ETR- Environmental and Community Health, Part 1</i>  <i>Environmental Health, Part 4</i></p>	<p><i>EPA Website:</i>  <a href="http://www.gov/index.cfm?action=health2.smog1#6">www.gov/index.cfm?action=health2.smog1#6</a></p>	<p><i>EPA Website:</i>  <a href="http://www.gov/index.cfm?action=health2.smog1#6">www.gov/index.cfm?action=health2.smog1#6</a></p>



Identify ways to prevent exposure to the sun. SKILL: SM (Describe personal strategies for minimizing potential harm from exposure to the sun) SKILL: INF (Analyze media messages that prevent and/or promote sun exposure)	<b>E</b>	<b>E</b>	<b>C</b>	<i>ETR- Environmental and Community Health, Part 1</i>  <i>Prevention Website: Power Point Teacher Curricula Resources, SunWise Program</i> <i>U.S. Environmental Protection Agency</i>	<i>Prevention Website: Power Point Teacher Curricula Resources, SunWise Program, U.S. Environmental Protection</i>	Michigan Model Module, Take Control of Your Sun Exposure,  <i>Agency SunWise Program</i> <i>U.S. Environmental Protection Agency</i>
<b>Promotion of environmental health concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
Identify potentially harmful substances such as lead, asbestos, pesticides, toxic substances, radon, mercury and waterborne contaminants and how these substances may affect health. SKILL: DM (Use a decision making process to prevent exposure to harmful substances)	<b>I</b>	<b>I</b>	<b>C</b>	<i>ETR- Environmental and Community Health, Part 1</i>		
Identify ways that transportation affects our environment and our health, including air quality. SKILL: DM (Use a decision making model	<b>I</b>	<b>I</b>	<b>C</b>	<i>Smart Ways to School, LTD</i> <i>Shane Rhodes, 682-6212</i>	<i>Smart Ways to School, LTD</i> <i>Shane Rhodes, 682-6212</i>	<i>Smart Ways to School, LTD</i> <i>Shane Rhodes, 682-6212</i>

to consider alternative modes of transportation)						
Describe the chain of infection.	<b>I</b>	<b>I</b>	<b>C</b>			

**Grades 6-8**

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

**Common Curriculum Goals: Demonstrate self management, analyzing influences, goal setting and advocacy skills while understanding the components of healthy eating.**

<b>Promotion of healthy eating concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
Compare and contrast the food groups, nutrients and serving size in the USDA recommended guidelines. <b>SKILL: SM</b> (Conduct a personal dietary assessment using the USDA guidelines)	<b>I</b>	<b>E</b>	<b>C</b>	ETR Health Smart, Unit 3, Lesson 1 pg. 112-128  <i>MyPyramid.gov</i>	ETR Health Smart, Nutrition & Physical Activity, Lesson 1, Activity 1, pg. 4-14  <i>MyPyramid.gov</i>	Michigan Model Modules, What’s Food Got To Do With It?, Lessons 1, 2, 3, 8 pg. 1-42  <i>MyPyramid.gov</i>
<b>Explain the importance of variety and moderation in food selection and consumption.</b> <b>SKILL: GS</b>	<b>E</b>	<b>E</b>	<b>E</b>	ETR Health Smart, Unit 3, Lesson 1 pg. 112-128	ETR Health Smart, Nutrition & Physical Activity, Lesson 1, Activity 1& 2 pg. 4-17	Michigan Model Modules, What’s Food Got To Do With It? Lessons 1, 4, 5, 7 pg.1-20, 43-78,91-94

<b>(Track progress toward achieving short-term personal goal related to variety and moderation within healthy eating)</b>	<b>E</b>	<b>E</b>	<b>E</b>			
Identify the impact nutrition has on chronic disease. SKILL: INF (Differentiate between diets that are health promoting and diets linked to disease)	<b>I</b>	<b>E</b>	<b>I</b>	ETR Health Smart, Unit 3, Lesson 1 pg. 124-128		
<b>Promotion of healthy eating concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
Describe how to keep food safe through proper food purchasing, preparation and storage practices. SKILL: IC (Share proper food preparation and storage practices with others) SKILL: AV (Advocate for proper food preparation and storage practices in the home)	<b>I</b>	<b>I</b>	<b>C</b>			
Identify disordered eating habits and symptoms. SKILL: SM (Discuss healthy ways to maintain or lose weight through behavior change; not dieting) SKILL: INF	<b>I</b>	<b>I</b>	<b>I</b>	ETR Health Smart, Unit 3, Lesson 3, pg.141-144  <i>Kartini Foundation eating disorders</i> <a href="http://www.kartinifoundation.org">www.kartinifoundation.org</a> <i>FUEL Series of 4 videos, Comprehensive Health</i>	ETR Health Smart, Nutrition & Physical Activity, Lesson 3, Activity 3, pg. 59-66  <i>Kartini Foundation eating disorders</i>	Michigan Model Module, What's Food Got To Do With It?, Lesson 6 pg.81-89 <i>Kartini Foundation eating disorders</i> <a href="http://www.kartinifoundation.org">www.kartinifoundation.org</a> <i>FUEL Series of 4 videos, Comprehensive Health</i>

(Identify how food choices are influenced by culture, family, media, technology, peers, body image and emotions)				<i>Education Foundation</i>	<a href="http://www.kartinifoundation.org">www.kartinifoundation.org</a> <i>FUEL Series of 4 videosr,</i> <i>Comprehensive Health</i> <i>Education Foundation</i>	<i>Education Foundation</i>
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**Grades 6-8**

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

**Common Curriculum Goals: Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social and emotional health.**

<b>Promotion of mental, social and emotional health concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
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<p>Explain how to build and maintain healthy family and peer relationships.  <b>SKILL: IC</b>  (Demonstrate effective communication skills that encourage healthy relationships)  <b>SKILL: DM</b>  (Make decisions that enhance or establish healthy relationships)  <b>SKILL: AV</b>  (Advocate for healthy communication skills within relationships)</p>	<b>E</b>	<b>E</b>	<b>E</b>	<p>HealthTeacher.com, grade 6, Lesson titles: Positive Influences, Styles of Communication, Friends, Friends, Friends, Talking Skills.</p> <p><i>Growing into Healthy Sexuality, Sessions 3, 4, 5, 6</i></p>	<p>ETR Health Smart, Emotional &amp; Mental Health, Lessons 1,2,3,4,5, pg. 4-81</p> <p><i>Making a Difference, Module 4</i></p>	<p>Michigan Model Modules, The Two “Rs” for Stopping Assault and Preventing Violence, Lesson 1, pg. 1-13</p>
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<b>Promotion of mental, social and emotional health concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
<p>Identify qualities that contribute to a positive self-image.  <b>SKILL: INF</b>  (Analyze influences that may affect self-esteem (e.g., peers, media, adults)  <b>SKILL: GS</b></p>	<b>E</b>	<b>E</b>	<b>I</b>	<p>HealthTeacher.com, grade 6, Lesson Title: Feeling Positive about Yourself</p> <p><i>Growing Into Healthy Sexuality, Session 1</i></p>	<p>ETR Health Smart, Emotional &amp; Mental Health, Lesson 2, pg. 18-33.</p> <p><i>Making a Difference, Module 4</i></p>	<p>HealthTeacher.com, grade 8, Lesson Title: Feeling Positive about Yourself</p>

(Set goals around increasing positive self-image)						
Identify personal stressors at home, in school and with peers. SKILL: SM (Practice managing personal stressors at home, in school, and with peers) SKILL: GS (Develop achievable goals to handle stressors in a healthy way)	<b>E</b>	<b>E</b>	<b>I</b>	HealthTeacher.com, Grade 6, Lesson Titles: Stress Me Out, Problems in Relationships  <i>DV 060174 Surviving Peer Pressure: You Can Do It</i>	ETR Health Smart, Emotional & Mental Health, Lesson 3, pg. 39-56.  <i>DV 060174 Surviving Peer Pressure: You Can Do It</i>	<i>DV 060174 Surviving Peer Pressure: You Can Do It</i>

<b>Promotion of mental, social and emotional health concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
Recognize diversity among people, including disability, gender, race, sexual orientation and body size. SKILL: SM (Demonstrate appropriate ways to respect and include others who are different from	<b>E</b>	<b>E</b>	<b>I</b>	ETR Health Smart, Unit 1, Lesson 5 pg. 46-47	ETR Health Smart, Emotional & Mental Health, Lesson 1, pg. 4-17, HIV, STD, & Pregnancy, Lesson 1, Activity 2 pg. 10-15.	Michigan Model Modules, The Two “Rs” for Stopping Assault and Preventing Violence, Lesson 2,3, pg. 15-37

yourself) SKILL: AV (Advocate for respect)						
<b>Identify how emotions change during adolescence.</b> <b>SKILL: AC</b> <b>(Identify school, home and community resources for mental and emotional health concerns)</b>	<b>E</b>	<b>E</b>	<b>E</b>	ETR Health Smart, Unit 1, Lesson 2 pg. 18-26  Healthy Sexuality, Lesson 2 pg. 25-39	ETR Health Smart, Emotional & Mental Health, Lesson 1, pg. 4-17, HIV, STD, & Pregnancy, Lesson 1, Activity 2 pg. 10-15.	
Identify the causes, effects and symptoms of depression, including suicide. SKILL: AC (Identify school and community resources that can help a person who is depressed or contemplating suicide) SKILL: IC (Communicate to a peer ways of accessing help in a critical situation)	<b>I</b>	<b>E</b>	<b>E</b>	HealthTeacher.com, Grade 6, Lesson Title: Stress Me Out  <i>Prevention Website, Teacher Curricula Resources: PBS, IN THE MIX</i>	ETR Health Smart, Emotional & Mental Health, Lesson 4, Activity 2, pg. 62-66.  HealthTeacher.com, Grade 7, Lesson Title: Stress Me Out <i>Prevention Website, Teacher Curricula Resources: PBS, IN THE MIX</i>  <i>Claire's/My Story Curriculum</i>	<i>Prevention Website, Teacher Curricula Resources: PBS, IN THE MIX</i>  <i>Claire's/My Story Curriculum</i>
<b>Promotion of mental, social and emotional health concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>

<p>Explain disordered eating habits and symptoms.  <b>SKILL: INF</b>          (Identify how food choices are influenced by culture, family, media, technology, peers, body image and emotions)</p>	<b>I</b>	<b>E</b>	<b>E</b>	<p>ETR Health Smart, Unit 3, Lesson 3, pg. 138-134</p>	<p>ETR Health Smart, Nutrition &amp; Physical Activity, Lesson 3, Activity 3, pg. 59-66</p>	
<p>Identify different types of addictive behaviors.  <b>SKILL: AC</b>          (Identify school and community resources for support of addictive behaviors)  <b>SKILL: INF</b>          (Identify the influences that may encourage young people to try addictive drugs)  <b>SKILL: DM</b>          (Use a decision making model to avoid or refuse addictive substances)</p>	<b>C</b>	<b>I</b>	<b>I</b>	<p>HealthTeacher.com, Grade 6, Lesson title: Don't Gamble with Your Future</p> <p><i>Lane County Health and Human Services, Julie Hynes, gambling addiction 682-3928</i></p>	<p>HealthTeacher.com, Grade 7, Lesson title: Don't Gamble with Your Future</p> <p><i>Lane County Health and Human Services, Julie Hynes, gambling addiction 682-3928</i></p>	<p>Michigan Model Modules, All Bets are Off, Lesson 1. Pg. 1-15</p> <p>Michigan Model Modules, Protect a Friend, Share Your Skills, Lesson 4,5,6, pg. 31-48</p> <p>Michigan Model Modules, Its No Mystery, Tobacco is a Killer, Lesson 4, pg. 55-64</p>

**Grades 6-8**

**PROMOTION OF PHYSICAL ACTIVITY – Acquire knowledge and skills to understand the role physical activity has in prompting health.**

**Common Curriculum Goals: Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention**



<b>Promotion of physical activity concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
<p>Explain the physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease.</p> <p>SKILL: AC (Access the recommended amount and types of physical activity for adolescents)</p> <p>SKILL: SM (Identify ways to be physically active throughout a lifetime)</p> <p>SKILL: GS (Design, implement, and monitor a personal physical activity plan)</p>	<b>E</b>	<b>I</b>	<b>C</b>	<p>ETR Health Smart, Unit 3, Lesson 4, pg.145-148</p> <p><i>Physical Education</i></p>	<p>ETR Health Smart, Nutrition &amp; Physical Activity, Lesson 4, pg 67-82</p> <p><i>Physical Education</i></p>	<p>Michigan Model Modules, It's Time to Move, Lessons 1, 3 pg. 1-17, 37-43</p> <p><i>Physical Education</i></p>
<p>Identify appropriate use of safety equipment and procedures for physical activity.</p> <p>SKILL: IC (Share with others appropriate use of safety equipment for physical activity)</p>	<b>E</b>	<b>I</b>	<b>C</b>	<i>Physical Education</i>	<i>Physical Education</i>	<i>Physical Education</i>

<b>Promotion of physical activity concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
<p>Examine the role of lifelong fitness activities in maintaining personal fitness, blood</p>	<b>I</b>	<b>C</b>	<b>I</b>	<p><i>Physical Education</i></p> <p><i>Fitness for Life</i></p>	<p>ETR Health Smart, Nutrition &amp; Physical Activity, Lesson 4, Activity 1&amp; 2 pg. 67-77,</p>	<p>Michigan Model Modules, Its Time to Move, Lesson 1, pg.1-24</p>

pressure, weight and percentage of body fat. SKILL: INF (Differentiate between a sedentary lifestyle and an active lifestyle) SKILL: AV (Advocate to community and school leaders for more opportunities to be physically active at school)					Lesson 5, Activity 1, pg. 78-82.  <i>Physical Education Fitness for Life</i>	<i>Physical Education Fitness for Life</i>
Name the dangers and legal issues related to the use of performance-enhancing drugs. SKILL: IC (Use refusal skills to avoid the use of performance enhancing drugs)	<b>I</b>	<b>I</b>	<b>I</b>	HealthTeacher.com, Grade 6, Lesson Title: Steroids	HealthTeacher.com, Grade 7, Lesson Title: Steroids	Michigan Model Modules, Protect a Friend, Share Your Skills, Lesson 4, pg. 31-36

**Grades 6-8**

**PROMOTION OF SEXUAL HEALTH – Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health.**

**Common Curriculum Goals: Demonstrate accessing information, interpersonal communication and decision making skills while understanding the components of sexual health.**

<b>Promotion of sexual health concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
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Describe physical, social and emotional changes that occur during puberty.	<b>E</b>	<b>E</b>	<b>C</b>	ETR Health Smart, Unit 1, Lesson 2 pg. 18-26  Healthy Sexuality, Lesson 2 pg. 25-39  <i>Growing Into Healthy Sexuality, Optional Sessions 1, 2, 3</i>	ETR Health Smart, Abstinence and Puberty, Lesson 1, 2,3, pg. 10-48.	
Explain the menstrual cycle and its relationship to conception and pregnancy.	<b>C</b>	<b>C</b>	<b>C</b>	ETR Health Smart, Unit 1, Lesson 2, pg. 22-28	ETR Health Smart, Abstinence and Puberty, Lesson 2, pg. 27-31  Making Proud Choices, Module 6, pg. 127-134	Reducing the Risk, Class 1, 9Pg.10-23, 137
Explain how conception occurs, the stages of pregnancy, and responsibility of parenting. SKILL: AC (Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy)	<b>C</b>	<b>I</b>	<b>E</b>	ETR Health Smart, Unit 1, Lesson 2, pg. 22-28	ETR Health Smart, Abstinence and Puberty, Lesson 2, pg. 27-31  ETR Health Smart, HIV,STD, & Pregnancy Prevention, Lesson 2, Activity 1, pg. 21-26  Making Proud Choices, Module 6, pg. 127-134	

<b>Promotion of sexual health concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
Acknowledge that abstinence is the safest, most effective method of protection from STD/HIV and pregnancy. SKILL: INF (Define values and what influences our values, including the media; analyze how our values impact our sexual health-related decisions) SKILL: AV (Advocate for the promotion of abstinence as the safest most effective method of protection from STD/HIV, Hepatitis B and C and pregnancy)	<b>E</b>	<b>E</b>	<b>E</b>	ETR Health Smart, Unit 1, Lesson 4,5, pg. 29-45  Healthy Sexuality, Lesson 3 pg, 41-46  <i>Making a Difference, Modules 2, 6, 7</i>	ETR Health Smart, Abstinence and Puberty, Lesson 4&5 pg. 53-75  Making Proud Choices, Module 2, pg. 65-67.  <i>Stop and Think, k Andrew Robinson</i> 800-282-7035 <a href="http://www.talktothem.org//stop-and-think.htm">www.talktothem.org//stop-and-think.htm</a>	Reducing the Risk, Classes 1, 2, pg. 10-37  <i>Stop and Think Andrew Robinson</i> 800-282-7035 <a href="http://www.talktothem.org//stop-and-think.htm">Www.talktothem.org//stop-and-think.htm</a>

Promotion of sexual health concepts	6	7	8	Grade 6 Resources	Grade 7 Resources	Grade 8 Resources
<p>Identify methods of protection including abstinence, disease reduction measures, and contraception from STD/HIV, Hepatitis B and C and pregnancy.  <b>SKILL: AC</b>            (Access appropriate school, home and community resources to meet specific needs around sexual health, including testing for pregnancy, STD/HIV and Hepatitis B and C)  <b>SKILL: GS</b>            (Use a decision making model to choose abstinence or effective contraceptives)</p>	<b>C</b>	<b>I</b>	<b>E</b>	<p>Healthy Sexuality, pg. 57-68</p> <p>ETR Health Smart, Unit 1, Lesson 5, pg. 44-45</p> <p><i>Making a Difference, Module 8</i></p>	<p>ETR Health Smart, Abstinence and Puberty, Lesson 4&amp;5 pg. 53-75</p> <p>ETR Health Smart, HIV, STD &amp; Pregnancy Prevention, Lesson 2,3, pg. 33-71</p> <p>Making Proud Choices, Modules 5, 6, 7, 8</p>	<p>Reducing the Risk, Classes 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16 pg. 49-197</p> <p><i>HIV Alliance Paloma</i>  <a href="mailto:Youth@hivalliance.org">Youth@hivalliance.org</a>  <i>Planned Parenthood, Tova, 394-1611</i></p>
<p><b>Identify possible short and long-term consequences of sexual activity, including that it means to be responsible for the results of one’s decisions.</b>  <b>SKILL: IC</b>            (Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual</p>	<b>E</b>	<b>E</b>	<b>E</b>	<p>ETR Health Smart, Unit 1, Lesson 5, pg. 44-45</p> <p>Healthy Sexuality, Lesson 3 pg.46, Lessons 5, 6, 7, 8 pg. 69-122</p>	<p>ETR Health Smart, Abstinence and Puberty, Lesson 4 pg. 53-70</p> <p>ETR Health Smart, HIV, STD &amp; Pregnancy Prevention, Lesson 2,3, pg. 33-52</p> <p>Making Proud Choices, Modules 5&amp;6 pg. 101-144</p>	<p>Reducing the Risk, Class 14 pg. 185-190</p>

<b>activity)</b>						
<b>Promotion of sexual health concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
Understand gender roles and sexual orientation within healthy sexuality.	<b>C</b>	<b>I</b>	<b>E</b>	ETR Health Smart, Unit 1, Lesson 5, pg. 46-47  Healthy Sexuality 3 <sup>rd</sup> edition, Lesson 9	ETR Health Smart, HIV, STD & Pregnancy Prevention, Lesson 1, Activity 2, pg. 10-15	
Identify the impact of alcohol and other drug use on sexual decision-making. <b>SKILL: INF</b> (Analyze the role of alcohol and other drug use in sexual violence-related situations)	<b>C</b>	<b>I</b>	<b>E</b>		ETR Health Smart, HIV, STD, & Pregnancy Prevention, Lesson 3, pg. 64	Reducing The Risk, Class 13, pg. 181

**Grades 6-8**

**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.**

**Common Curriculum Goals: Demonstrate accessing information, self management, interpersonal communication, goal setting and decision making skills while understanding the components of injury prevention.**

<b>Unintentional injury prevention concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
<p>Explain ways to prevent fires and reduce the risk of injuries in case of fire.  <b>SKILL: INF</b>                      (Analyze how the media portrays fire and explosives and compare it to the reality of fire science)  <b>SKILL: DM</b>                      (Understand the legal, financial and social consequences of fire and decide how to be responsible with fire)  <b>SKILL: AV</b>                      (Advocate for the installation of home fire sprinklers)</p>	<b>C</b>	<b>I</b>	<b>E</b>	<p><i>It's Up To You, Oregon State Fire Marshal</i></p>	<p>ETR Health Smart, Violence and Injury Prevention, Lesson 4, Activity 4 pg. 70-72</p> <p><i>It's Up To You, Oregon State Fire Marshal</i></p>	<p><i>It's Up To You, Oregon State Fire Marshal</i></p>

Explain ways to reduce risk of injuries in and around water. SKILL: IC (Demonstrate verbal and nonverbal communication to avoid unsafe situations in and around water)	<b>C</b>	<b>I</b>	<b>E</b>	<i>Army Corps of Engineers, Lowell District</i>	<i>Army Corps of Engineers, Lowell District</i>	
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<b>Unintentional injury prevention concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
<b>Explain ways to reduce risk of injuries while traveling to and from school and in the community.</b> <b>SKILL: AC</b> <b>(Identify rules and laws intended to prevent injuries)</b> <b>SKILL: SM</b> <b>(Demonstrate personal responsibility to follow safety-related laws)</b> <b>SKILL: DM</b> <b>(Use the decision making process to use safety practices in and around motorized vehicles)</b>	<b>E</b>	<b>E</b>	<b>E</b>	<i>Smart Ways to School, LTD Shane Rhodes 682-6212</i>	<i>Smart Ways to School, LTD Shane Rhodes 682-6212</i>	<i>Smart Ways to School, LTD Shane Rhodes 682-6212</i>
Explain ways to reduce risk of injuries during sports/recreational participation. SKILL: INF (Examine the role of extreme risk-taking actions in the	<b>C</b>	<b>I</b>	<b>E</b>	ETR Health Smart, Unit 2, Lessons 1-5, pg. 61-104  <i>McKenzie Willamette and Sacred Heart Head Trauma “ Trauma Nurse”</i>	ETR Health Smart, Violence and Injury Prevention, Lesson 4, Activity 5, pg. 73-78  <i>McKenzie Willamette and Sacred Heart Head Trauma,</i>	<i>McKenzie Willamette and Sacred Heart Head Trauma, “ Trauma Nurse” SHH Safety Talk 686-6868</i>



media and its' possible affects on behavior) SKILL: GS (Develop a goal to wear safety equipment correctly even when peers do not)					“ Trauma Nurse”	
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<b>Unintentional injury prevention concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
Describe what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes. SKILL: AC (Demonstrate an awareness of websites or organizations that promote survival kits and skills) SKILL: SM (Know your community’s emergency response plan (CERT) and how you can participate in it) SKILL: IC (Devise a communication plan with your family so all the members know how to contact each other in case of emergency)	<b>E</b>	<b>I</b>	<b>I</b>	<i>It’s Up To You, Oregon State Fire Marshal</i>	ETR Health Smart, Violence and Injury Prevention, Lesson 4, Activity 4 pg. 70-72  <i>It’s Up To You, Oregon State Fire Marshal</i>	<i>It’s Up To You, Oregon State Fire Marshal</i>

Describe basic first aid procedures needed to treat injuries and other emergencies. SKILL: SM (Demonstrate procedures to get help in emergency situations and to stabilize injury situations until help arrives)	<b>I</b>	<b>I</b>	<b>I</b>	<i>First Aid Training, Red Cross</i>	<i>First Aid Training, Red Cross</i>	<i>First Aid Training, Red Cross</i>
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<b>Unintentional injury prevention concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
Identify ways to prevent situations that might harm vision and hearing. SKILL: (Demonstrate ways to prevent risk of vision and hearing injuries)	<b>C</b>	<b>C</b>	<b>C</b>			
Identify ways to prevent climate-related physical conditions, such as physical exhaustion, sunburn, heat stroke and hypothermia.	<b>I</b>	<b>C</b>	<b>E</b>	<i>Prevention Website: Power Point Teacher Curricula Resources, SunWise Program U.S. Environmental Protection Agency</i>	<i>Prevention Website: Power Point Teacher Curricula Resources, SunWise Program U.S. Environmental Protection Agency</i>	Michigan Model Modules, Take Control of Your Sun Exposure
Explain the impact of alcohol, tobacco and other drugs on unintentional injury. SKILL: INF (Determine how alcohol and other drugs can affect behaviors that can lead to	<b>E</b>	<b>E</b>	<b>E</b>		ETR Health Smart, Violence and Injury Prevention, Lesson 4, Activity 3 pg. 65-70	

injury) SKILL: IC (Demonstrate strategies and refusal skills to avoid situations that may cause injury)						
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**Grades 6-8**

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

**Common Curriculum Goals: Demonstrate self management, analyzing influences and advocacy skills while understanding individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.**

<b>Violence and Suicide Prevention concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
Describe pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). SKILL: SM (Demonstrate effective ways to promote respect for self and others) SKILL: IC (Practice and use a variety of clear communication skills and peer resistance skills to avoid violent situations)	<b>E</b>	<b>E</b>	<b>E</b>	HealthTeacher.com, Grade 6, Lesson Title: Friends, Friends, Friends	HealthTeacher.com, Grade 7, Lesson Title: Friends, Friends, Friends	Michigan Model Modules, The Two “R”s for Stopping Assault and Preventing Violence, Lesson 1,2,3,4,5,6,7 pg. 1-90

Explain how violence, aggression, bullying and harassment affect's health and safety. SKILL: AV (Design an advocacy campaign for preventing violence, aggression, bullying and harassment)	<b>E</b>	<b>E</b>	<b>E</b>	<i>Bully- Proofing Your School Second Step</i>	ETR Health Smart, Violence and Injury Prevention, Lesson 1 pg. 5-29  <i>Bully- Proofing Your School Second Step Sexual Assault Support Services</i>	Michigan Model Modules, The Two "Rs" for Stopping Assault and Preventing Violence, Lesson 1,9, pg. 1-14, 99-110.  <i>Bully- Proofing Your School Second Step Sexual Assault Support Services</i>
<b>Violence and Suicide Prevention concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
Understand the role problem solving, anger management and impulse control have on preventing violence. SKILL: IC (Demonstrate the steps of problem solving, anger management and impulse control)	<b>E</b>	<b>E</b>	<b>E</b>	HealthTeacher.com, Grade 6, Lesson Title: Problems in Relationships	ETR Health Smart, Violence and Injury Prevention, Lesson 2&3, pg. 35-51	The Two "R's" for Stopping Assault and Preventing Violence, Lessons 3, 4, 5, 6, 7 Pg. 29 - 91
Describe the differences between physical, verbal, relational and sexual violence. SKILL: GS (Set a goal to prevent and avoid physical, verbal and relational violence)	<b>E</b>	<b>E</b>	<b>E</b>			The Two "R's" for Stopping Assault and Preventing Violence, Lessons 2, 8, 9, 10, 11, 12, 13, 14 pg. 15-28, 91-179
Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.	<b>I</b>	<b>I</b>	<b>I</b>	<i>Aggressors, Victims, Bystanders</i>	ETR Health Smart, Violence and Injury Prevention, Lesson 2&3, pg. 35-51	<i>Aggressors, Victims, Bystanders</i>

<p>SKILL: IC (Demonstrate a variety of clear communication skills and peer resistance skills to avoid dangerous situations)</p> <p>SKILL: GS (Set a personal goal to prevent and stop violence (including bullying))</p>					<p><i>Aggressors, Victims, Bystanders</i></p>	
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<b>Violence and Suicide Prevention concepts</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Grade 6 Resources</b>	<b>Grade 7 Resources</b>	<b>Grade 8 Resources</b>
<p>Describe the relationship between alcohol and other drug use on violence, including suicide and sexual assault.</p> <p>SKILL: AC (Determine resources for help on alcohol and drug issues)</p> <p>SKILL: INF (Identify the role of alcohol, and other drugs in violent situations)</p>	<b>E</b>	<b>C</b>	<b>I</b>			
<p>List the warning signs of suicide.</p> <p>SKILL: AC (Describe what to do if someone seems depressed or is considering suicide)</p> <p>SKILL: SM (Identify the early signs of stress and implement stress</p>	<b>I</b>	<b>I</b>	<b>E</b>	<p><i>Prevention Website Teacher Curricula Resources, PBS In The Mix</i></p>	<p><i>Prevention Website Teacher Curricula Resources, PBS In The Mix</i></p>	<p><i>Prevention Website Teacher Curricula Resources, PBS In The Mix</i></p>

management techniques)						
Identify that media contains violent messages. SKILL: INF (Differentiate between pro-social and anti-social words and actions) SKILL: GS (Set personal media viewing goals)	<b>I</b>	<b>E</b>	<b>I</b>			