



## Health Education Standards and Performance Indicators (Grades K-12)

The mission of the Oregon Department of Education is to foster equity and excellence for every learner through collaboration with educators, partners and communities.

Oregon Department of Education (ODE) wishes to thank all the statewide stakeholders who provided input to develop the new Oregon Health Education Standards and Performance Indicators.

\*Note, a significant change to the new standards includes K-12 grade level performance indicators.

Health Education Standards help define the knowledge and skills students will need throughout their K-12 experience. Standards also provide consistency in what is taught to students across our state to ensure equity in education.

Quality health education is characterized by standards-based instruction and provides students with the knowledge and skills needed to lead healthy lives.

Health-literate people are able to obtain and apply knowledge and skills to enhance their own health and the health of others — both now and in the future as their needs change throughout their lives.

ODE is in the process of developing guidance documents to assist districts with implementation of the new standards, and will be conducting an instructional materials review process in the summer of 2017.

Districts should be implementing instructional materials aligned to the new standards in the fall of 2018.

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

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

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

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

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

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

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

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

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
			<b>HE.1.3.1 Identify the relationship between healthy behaviors and personal health.</b>	<b>HE.1.4.1 Describe the relationship between healthy behaviors and personal health.</b>	<b>HE.1.5.1 Analyze the relationship between healthy behaviors and personal health.</b>	<b>HE.1.6.1 Analyze the relationship between healthy behaviors and personal health.</b>	<b>HE.1.7.1 Analyze the relationship between healthy behaviors and personal health.</b>	<b>HE.1.8.1 Analyze the relationship between healthy behaviors and personal health.</b>	<b>HE.1.12.1 Predict how healthy behaviors can affect health status.</b>
						<b>HE.1.6.2 Describe qualities that contribute to a healthy body image.</b>	<b>HE.1.7.2 Describe qualities that contribute to a healthy body image.</b>	<b>HE.1.8.2 Describe qualities that contribute to a healthy body image.</b>	
<b>HE.1.K.1 Identify dimensions of health (e.g. physical, mental, social, emotional, and environmental).</b>	<b>HE.1.1.1 Describe the 3.1.dimensions of health (e.g. physical, mental, social, emotional, and environmental).</b>	<b>HE.1.2.1 Recognize examples of physical, mental, social, emotional, and environmental health.</b>	<b>HE.1.3.2 List examples of physical, mental, social, emotional, and environmental health.</b>	<b>HE.1.4.2 Describe examples of physical, mental, social, emotional, and environmental health.</b>	<b>HE.1.5.2 Analyze examples of physical, mental, social, emotional, and environmental health.</b>	<b>HE.1.6.3 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</b>	<b>HE.1.7.3 Explain the interrelationships of physical, mental, social, emotional, and environmental health in adolescence.</b>	<b>HE.1.8.3 Analyze the interrelationships of physical, mental, social, emotional, and environmental health in adolescence.</b>	<b>HE.1.12.2 Describe the interrelationships of physical, mental, social, emotional, and environmental health.</b>
			<b>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 health literacy.</b>	<b>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 health literacy.</b>	<b>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.</b>	<b>HE.1.6.4 Identify how the environment affects personal health.</b>	<b>HE.1.7.4 Identify how the environment affects personal health.</b>	<b>HE.1.8.4 Identify how the environment affects personal health.</b>	<b>HE.1.12.3 Explain how environment (both physical and social) and personal health are interrelated.</b>
<b>HE.1.K.2 Identify safe behaviors and ways to reduce risk of common childhood injuries.</b>	<b>HE.1.1.2 Discuss safe behaviors and ways to reduce risk of common childhood injuries.</b>	<b>HE.1.2.2 Describe safe behaviors and ways to reduce risk of common childhood injuries.</b>	<b>HE.1.3.4 Describe ways to prevent common childhood injuries and health problems.</b>	<b>HE.1.4.4 Analyze ways to prevent common childhood injuries and health problems.</b>	<b>HE.1.5.4 Demonstrate ways to prevent common childhood injuries and health problems.</b>	<b>HE.1.6.5 Describe ways to reduce or prevent injuries such as accidents, sports/recreational injuries, and substance overdose.</b>	<b>HE.1.7.5 Explain ways to reduce or prevent injuries such as accidents, sports/recreational injuries, and substance overdose.</b>	<b>HE.1.8.5 Differentiate methods to reduce controlled and/or uncontrolled risks that prevent injuries such as accidents, sports/recreational injuries, and substance overdose.</b>	<b>HE.1.12.4 Justify ways to reduce or prevent injuries and health problems.</b>
<b>HE.1.K.3 Identify when it is important to seek healthcare.</b>	<b>HE.1.1.3 Identify when it is important to seek healthcare.</b>	<b>HE.1.2.3 Identify when it is important to seek healthcare.</b>	<b>HE.1.3.5 Identify why it is important to seek health care.</b>	<b>1.4.5 Describe why it is important to seek help with a health issue.</b>	<b>HE.1.5.5 Demonstrate when it is important to seek health care.</b>				<b>HE.1.12.5 Describe the importance of accessing medical care and self-care and exams.</b>
						<b>HE.1.6.6 Describe ways to reduce exposure to the sun.</b>	<b>HE.1.7.6 Describe ways to reduce exposure to the sun.</b>	<b>HE.1.8.6 Describe ways to reduce exposure to the sun.</b>	

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
						HE.1.6.7 Identify the physical, academic, mental, and social benefits of physical activity.	HE.1.7.7 Explain the physical, academic, mental, and social benefits of physical activity and the relationship to one's overall health.	HE.1.8.7 Analyze the physical, academic, mental, and social benefits of physical activity and the relationship to one's overall health.	
						HE.1.6.8 Recognize factors that can affect personal health, including but not limited to family history, socioeconomic status, race, and ethnicity.	HE.1.7.8 Describe factors that can affect personal health, including but not limited to family history, socioeconomic status, race, and ethnicity.	HE.1.8.8 Assess factors that can affect personal health, including but not limited to family history, socioeconomic status, race, and ethnicity.	
									<b>H.E.1.12.6 Explain how genetics and family history can impact personal health</b>
						<b>HE.1.6.9 List how witnesses and bystanders can help prevent violence by reporting dangerous situations.</b>	<b>HE.1.7.9 Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.</b>	<b>HE.1.8.9 Demonstrate how witnesses and bystanders can help prevent violence by reporting dangerous situations.</b>	
						<b>HE.1.6.10 Describe basic first aid procedures needed to treat injuries and other emergencies.</b>	<b>HE.1.7.10 Apply basic first aid procedures needed to treat injuries and other emergencies.</b>	<b>HE.1.8.10 Demonstrate basic first aid procedures needed to treat injuries and other emergencies.</b>	
						<b>HE.1.6.11 Explain safe behaviors when traveling to and from school and in the community.</b>	<b>HE.1.7.11 Plan safe behaviors when traveling to and from school and in the community.</b>	<b>HE.1.8.11 Evaluate safe behaviors when traveling to and from school and in the community.</b>	
						HE.1.6.12 Recognize the role of lifelong fitness activities in maintaining a high quality of life and improving longevity.	HE.1.7.12 Explain the role of lifelong fitness activities in maintaining a high quality of life and improving longevity.	HE.1.8.12 Analyze the role of lifelong fitness activities in maintaining a high quality of life and improving longevity.	
						HE.1.6.13 Describe the benefits of and barriers to practicing healthy behaviors.	HE.1.7.13 Describe the benefits of and barriers to practicing healthy behaviors.	HE.1.8.13 Describe the benefits of and barriers to practicing healthy behaviors.	

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
						HE.1.6.14 Identify the factors that contribute to chronic diseases.	HE.1.7.14 Identify the factors that contribute to chronic diseases.	HE.1.8.14 Identify the factors that contribute to chronic diseases.	<b>HE.1.12.7 Identify and analyze barriers that prevent people from practicing a variety of healthy behaviors.</b>
									<b>HE.1.12.8 Explain disparities that exist between access to health care and health status.</b>
						<b>HE.1.6.15 Recognize what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes.</b>	<b>HE.1.7.15 Explain what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes.</b>	<b>HE.1.8.15 Plan what to do during an emergency and/or natural disaster, including floods, tsunamis, and earthquakes.</b>	
							HE.1.7.16 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.	HE.1.8.16 Assess the likelihood of injury or illness if engaging in unhealthy behaviors.	
									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.
									<b>HE.1.12.11 Explain key concepts of Environmental Health including pollution, community resources.</b>
									<b>HE.1.12.12 Explain key concepts of Unintentional Injury Prevention and Care, including by not limited to CPR.</b>

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade4	Grade 5	Grade 6	Grade 7	Grade 8	High School
HE.1.K.4 Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people.	HE.1.1.4 Name reproductive body parts, using proper anatomical terms, and stages in the basic growth processes of all people.	HE.1.2.4 Identify reproductive body parts, using proper anatomical terms and stages in the basic growth processes of all people.	HE.1.3.6 Identify human reproductive systems including reproductive anatomy and function.	HE.1.4.6 Identify human reproductive systems including reproductive anatomy and function.	HE.1.5.6 Discuss human reproductive systems including reproductive anatomy and function.	HE.1.6.16 Identify the human sexual and reproductive systems including body parts and their functions.	HE.1.7.17 Describe the human sexual and reproductive systems including body parts and their functions.	HE.1.8.17 Explain the human sexual and reproductive systems including body parts and their functions.	HE.1.12.13 Compare and contrast human sexual and reproductive systems including body parts and their functions.
HE.1.K.5 List potentially unsafe body fluids and objects to avoid.	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).	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).				HE.1.6.17 Describe personal health care practices that prevent the spread of communicable and non-communicable diseases.	HE.1.7.18 Analyze personal health care practices that prevent the spread of communicable and non-communicable diseases.	HE.1.8.18 Assess personal health care practices that prevent the spread of communicable and non-communicable diseases.	
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).	HE.1.1.6 Explain that it is important to stay away from potentially unsafe body fluids and objects.	HE.1.2.6 Explain why it is important to stay away from potentially unsafe body fluids and objects.	HE.1.3.7 Explain why it is important to stay away from potentially unsafe body fluids and objects.	HE.1.4.7 Recognize that abstinence is the most effective method of protection from STD/HIV and pregnancy.	HE.1.5.7 Discuss how abstinence is the most effective method of protection from STD/HIV and pregnancy.	HE.1.6.18 Define sexual abstinence as it relates to pregnancy prevention.	HE.1.7.19 Describe how sexual abstinence relates to pregnancy prevention.	HE.1.8.19 Explain how sexual abstinence relates to pregnancy prevention.	HE.1.12.14 Define contraceptive methods including emergency contraception and describe their mechanism of action.
			HE.1.3.8 Identify practices that prevent the spread of communicable diseases (including HIV/AIDS, and Hepatitis B and C).	HE.1.4.8 Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.	HE.1.5.8 Discuss that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.	HE.1.6.19 Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.	HE.1.7.20 Define how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.	HE.1.8.20 Explain how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.	
			HE.1.3.9 Recognize how puberty prepares human bodies for the potential to reproduce.		HE.1.5.9 Identify health care practices related to physical changes during puberty.	HE.1.6.20 Describe health care practices related to physical changes during puberty.	HE.1.7.21 Explain health care practices related to physical changes during puberty.	HE.1.8.21 Explain the health care practices related to physical changes during puberty.	HE.1.12.15 Identify health care practices related to physical changes during adolescent development and early adulthood.
HE.1.K.7 Recognize that there are many ways to express gender.	HE.1.1.7 Explain that there are many ways to express gender.	HE.1.2.7 Recognize differences and similarities of how individuals identify regarding gender.	HE.1.3.10 Define sexual orientation.	HE.1.4.9 Define sexual orientation.	HE.1.5.10 Explain differences and similarities of how individuals identify regarding gender or sexual orientation.	HE.1.6.21 Identify the differences between biological sex, sexual orientation, and gender identity and expression.	HE.1.7.22 Define the differences between biological sex, sexual orientation, and gender identity and expression.	HE.1.8.22 Explain the differences biological sex, sexual orientation, and gender identity and expression.	HE.1.12.16 Differentiate between biological sex, sexual orientation, sexual identity and sexual behavior, gender identity and gender expression.

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade4	Grade 5	Grade 6	Grade 7	Grade 8	High School
					HE.1.5.11 Identify the physical, social and emotional changes that occur during puberty and adolescence.	HE1.6.22 Describe the physical, social, cognitive and emotional changes of adolescence.	HE.1.7.23 Define the physical, social, cognitive and emotional changes of adolescence.	HE.1.8.23 Explain the physical, social, cognitive and emotional changes of adolescence.	HE.1.12.17 Explain how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood.
			HE.1.3.11 Recognize differences and similarities of how individuals identify regarding gender or sexual orientation.	HE.1.4.10 Describe differences and similarities of how individuals identify regarding gender or sexual orientation.	HE.1.5.12 Discuss ways of expressing gender.	HE.1.6.23 Define gender roles, gender identity and sexual orientation across cultures.	HE.1.7.24 Define gender roles, gender identity and sexual orientation across cultures.	HE.1.8.24 Explain gender roles, gender identity and sexual orientation across cultures.	HE.1.12.18 Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc.
HE.1.K.8 Recognize the importance of treating others with respect including gender expression.	HE.1.1.8 Recognize the importance of treating others with respect including gender expression.	HE.1.2.8 Recognize the importance of treating others with respect including gender expression.	HE.1.3.12 Recognize the importance of treating others with respect including gender expression and sexual orientation.	HE.1.4.11 Understand importance of treating others with respect including gender expression and sexual orientation.	HE.1.5.13 Describe the importance of treating others with respect including gender expression and sexual orientation.	HE.1.6.24 Identify diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.	HE.1.7.25 Recognize diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.	HE.1.8.25 Examine diversity among people, including age, disability, national origin, race, ethnicity, color, marital status, biological sex, sexual orientation, gender identity and expression.	HE.1.12.19 Discuss the importance of treating people with HIV or other STDs with respect.
						HE.1.6.25 Define sexual intercourse and its relationship to human reproduction.	HE.1.7.26 Describe sexual intercourse and its relationship to human reproduction.	HE.1.8.26 Explain sexual intercourse and its relationship to human reproduction.	HE.1.12.20 Describe the human sexual response cycle, including the role hormones play.
									HE.1.12.21 Describe the laws related to sexual health care services, including confidential testing and treatment; and disclosure of STD status.
HE.1.K.9 Describe the characteristics of a friend.	HE.1.1.9 Describe how they can be a good friend.	HE.1.2.9 Describe how they can be a good friend.	HE.1.3.13 Identify the characteristics of a healthy relationship.	HE.1.4.12 Describe the characteristics of a healthy relationship.	HE.1.5.14 Discuss the characteristics of a healthy relationship.	HE.1.6.26 Identify the characteristics of healthy and unhealthy relationships.	HE.1.7.27 Define the characteristics of healthy and unhealthy relationships.	HE.1.8.27 Compare and contrast the characteristics of healthy and unhealthy relationships.	HE.1.12.22 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.
									HE.1.12.23 Explain characteristics of a healthy relationship that is free from threats, coercion or abuse.



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Kindergarten	Grade 1	Grade 2	Grade 3	Grade4	Grade 5	Grade 6	Grade 7	Grade 8	High School
HE.1.K.10 Recognize everyone has the right to say who touches their body, when and how.	HE.1.1.10 Explain that everyone has the right to say who touches their body, when and how.	HE.1.2.10 Explain that everyone has the right to say who touches their body, when and how.	HE.1.3.14 Explain that everyone has the right to say who touches their body, when and how.	HE.1.4.13 Explain that everyone has the right to say who touches their body, when and how.	HE.1.5.15 Explain that everyone has the right to say who touches their body, when and how.	HE.1.6.27 Identify everyone has the right to say who touches their body and how.	HE.1.7.28 Discuss why everyone has the right to say who touches their body and how.	HE.1.8.28 Explain why everyone has the right to say who touches their body and how.	HE.1.12.24 Express that everyone has the right to say who touches their body and how.
HE.1.K.11 Recognize that it is never ok to touch someone, or make someone touch you if they don't want to.	HE.1.1.11 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.	HE.1.2.11 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.	HE.1.3.15 Explain that it is never ok to touch someone, or make someone touch you if they don't want to.	HE.1.4.14 Describe why it is never ok to touch someone, or make someone touch you if they don't want to.	HE.1.5.16 Discuss why it is never ok to touch someone, or make someone touch you if they don't want to.				HE.1.12.25 Express that it is never ok to touch someone, or make someone touch you if they don't want to.
HE.1.K.12 List a variety of ways people express affection within various types of relationships.	HE.1.1.12 Identify a variety of ways people express affection within various types of relationships.	HE.1.2.12 Describe a variety of ways people express affection within various types of relationships.	HE.1.3.16 Describe a variety of ways people express affection within various types of relationships.	HE.1.4.15 Describe a variety of ways people express affection within various types of relationships.	HE.1.5.17 Analyze a variety of ways people express affection within various types of relationships.		HE.1.7.29 Describe a range of ways people express affection within various types of relationships.	HE.1.8.29 Discuss the range of ways people express affection within various types of relationships.	HE.1.12.26 Describe a range of ways to express affection within healthy relationships.
HE.1.K.13 Define bullying and teasing and why bullying and teasing are inappropriate behaviors.	HE.1.1.13 Describe bullying and teasing and why bullying and teasing are inappropriate behaviors.	HE.1.2.13 Explain bullying and teasing and why bullying and teasing are inappropriate behaviors.	HE.1.3.17 Explain why bullying and teasing are inappropriate behaviors.	HE.1.4.16 Define why bullying and teasing are inappropriate behaviors.	HE.1.5.18 Analyze why bullying and teasing are inappropriate behaviors.	HE.1.6.28 Identify how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety.	HE.1.7.30 Explain how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety.	HE.1.8.30 Assess how forms of bullying, cyberbullying, harassment, discrimination, and violence can affect health and safety.	HE.1.12.27 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, and dating violence.
									HE.1.12.28 Define sexual consent and explain its implications for sexual decision-making.
		HE.1.2.14 Identify how media and technology influence our ideas about friendships.	HE.1.3.18 Identify how media and technology influence our ideas about friendships.	HE.1.4.17 Identify how media and technology influence our ideas about healthy relationships.	HE.1.5.19 Discuss how culture, media and technology influence our ideas about healthy relationships.				
					HE.1.5.20 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.	HE.1.6.29 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.	HE.1.7.31 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.	HE.1.8.31 Describe the advantages and disadvantages of communicating, within relationships, using technology and social media.	HE.1.12.29 Explain the role and impact of technology and social media in personal safety.
HE.1.K.14 Identify different kinds of family structures.	HE.1.1.14 Describe different kinds of family structures.	HE.1.2.15 Explain different kinds of family structures.							

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
						<b>HE.1.6.30 Identify situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.</b>	<b>HE.1.7.32 Define situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.</b>	<b>HE.1.8.32 Discuss situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.</b>	<b>HE.1.12.30 Explain Oregon's laws related to bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.</b>
						<b>HE.1.6.31 List the differences between physical, verbal, relational, sexual, and dating violence.</b>	<b>HE.1.7.33 Describe the differences between physical, verbal, relational, sexual, and dating violence.</b>	<b>HE.1.8.33 Compare and contrast the differences between physical, verbal, relational, sexual, and dating violence.</b>	
						<b>HE.1.6.32 Discuss how to build and maintain healthy family, peer, and dating relationships.</b>	<b>HE.1.7.34 Discuss how to build and maintain healthy family, peer, and dating relationships.</b>	<b>HE.1.8.34 Discuss how to build and maintain healthy family, peer, and dating relationships.</b>	
									<b>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).</b>
						<b>HE.1.6.33 Define the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes.</b>	<b>HE.1.7.35 Define the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes.</b>	<b>HE.1.8.35 Discuss the consequences of prejudice and oppression, discrimination, racism, sexism and hate crimes.</b>	
						<b>HE.1.6.34 Identify various methods of contraception, including abstinence, condoms, and emergency contraception.</b>	<b>HE.1.7.36 Define various methods of contraception, including abstinence, condoms, and emergency contraception.</b>	<b>HE.1.8.36 Explain various methods of contraception, including abstinence, condoms, and emergency contraception.</b>	<b>HE.1.12.32 Explain Oregon laws relating to minors' rights around contraception pregnancy, adoption, abortion and parenting.</b>



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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
						<b>HE.1.6.35 Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.</b>	<b>HE.1.7.37 Define how sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.</b>	<b>HE.1.8.37 Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.</b>	
						<b>HE.1.6.36 Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.</b>	<b>HE.1.7.38 Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.</b>	<b>HE.1.8.38 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.</b>	
						<b>HE.1.6.37 Identify myths and facts of how STDs are transmitted and not transmitted.</b>	<b>HE.1.7.39 Define the myths and facts of how STDs are transmitted and not transmitted.</b>	<b>HE.1.8.39 Explain the differences between the myths and facts of how STDs are transmitted and not transmitted.</b>	
						<b>HE.1.6.38 Identify ways to prevent HIV and other STDs.</b>	<b>HE.1.7.40 Define ways to prevent HIV and other STDs.</b>	<b>HE.1.8.40 Explain ways to prevent HIV and other STDs.</b>	
						<b>HE.1.6.39 Recognize the importance of getting tested for HIV and other STDs when people are sexually active.</b>	<b>HE.1.7.41 Describe the importance of getting tested for HIV and other STDs when people are sexually active.</b>	<b>HE.1.8.41 List the reasons why it is important to get tested for HIV and other STDs when people are sexually active.</b>	<b>HE.1.12.33 Describe the importance of getting tested for HIV and other STDs when people are sexually active.</b>
						<b>HE.1.6.40 Identify the potential impacts of power differences such as age, status or position within relationships, including friendships.</b>	<b>HE.1.7.42 Describe the potential impacts of power differences such as age, status or position within relationships.</b>	<b>HE.1.8.42 Discuss the potential impacts of power differences such as age, status or position within relationships.</b>	
									<b>HE.1.12.34 Explain that sexuality includes a multitude of sexual expressions and behaviors that are a normal part of being human.</b>

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade4	Grade 5	Grade 6	Grade 7	Grade 8	High School
								<b>HE.1.8.43 Identify prenatal practices that can contribute to a healthy pregnancy.</b>	<b>HE.1.12.35 Describe prenatal practices that can contribute to a healthy pregnancy and possible risk factors. (i.e. healthy nutrition, behaviors, etc.)</b>
						<b>HE.1.6.41 Identify consent as a freely given yes.</b>	<b>HE.1.7.43 Define consent as a freely given yes.</b>	<b>HE.1.8.44 Discuss consent as a freely given yes.</b>	<b>HE.1.12.36 Define affirmative consent as a freely given enthusiastic yes.</b>
<b>HE.1.K.15 Define consent as it relates to personal boundaries.</b>	<b>HE.1.1.15 Describe consent as it relates to personal boundaries.</b>	<b>HE.1.2.16 Practice consent as it relates to personal boundaries.</b>	<b>HE.1.3.19 Define consent as it relates to personal boundaries.</b>	<b>HE.1.4.18 Discuss consent as it relates to personal boundaries.</b>	<b>HE.1.5.21 Practice how consent relates to personal boundaries.</b>	<b>HE.1.6.42 Describe how consent is a foundational principle in healthy sexuality and in violence prevention.</b>	<b>HE.1.7.44 Discuss how affirmative consent mitigates confusion within a sexual relationship.</b>	<b>HE.1.8.45 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.</b>	<b>HE.1.12.37 Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.</b>
						<b>HE.1.6.43 Identify that no one has the right to touch anyone else without giving and receiving consent.</b>	<b>HE.1.7.45 Describe why no one has the right to touch anyone else without giving and receiving consent.</b>	<b>HE.1.8.46 Discuss that no one has the right to touch anyone else without giving and receiving consent.</b>	
						<b>HE.1.6.44 Identify why a person who has been raped or sexually assaulted is not at fault.</b>	<b>HE.1.7.46 Explain why a person who has been raped or sexually assaulted is not at fault.</b>	<b>HE.1.8.47 Discuss why a person who has been raped or sexually assaulted is not at fault.</b>	
									<b>HE.1.12.38 Recognize that many teens successfully use condoms.</b>
									<b>HE.1.12.39 Discuss laws related to sex and sexual health.</b>
							<b>HE.1.7.47 Recognize the signs and symptoms of a pregnancy.</b>	<b>HE.1.8.48 Describe the signs, symptoms, and stages of a pregnancy.</b>	<b>HE.1.12.40 Explain how fertilization occurs, the stages of pregnancy, and responsibility of parenting.</b>
									<b>HE.1.12.41 Explain the ovulation cycle and its relationship to fertilization and pregnancy.</b>

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade4	Grade 5	Grade 6	Grade 7	Grade 8	High School
								<b>HE.1.8.49 Identify physical, emotional, and social effects of sexual activity.</b>	
								<b>HE.1.8.50 Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.</b>	
									<b>HE.1.12.42 Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape stalking, domestic violence, and dating violence.</b>
						<b>HE.1.6.45 Describe the impact of alcohol, tobacco and other drugs on unintentional injury.</b>	<b>HE.1.7.48 Describe the impact of alcohol, tobacco and other drugs on unintentional injury.</b>	<b>HE.1.8.51 Describe the impact of alcohol, tobacco and other drugs on unintentional injury.</b>	
						<b>HE.1.6.46 Describe the short-and long-term effects of addictive substances and behaviors.</b>	<b>HE.1.7.49 Compare and contrast the short-and long-term effects of addictive substances and behaviors.</b>	<b>HE.1.8.52 Analyze the short-and long-term effects of addictive substances and behaviors.</b>	
						<b>HE.1.6.47 State the stages of addiction.</b>	<b>HE.1.7.50 Explain the stages of addiction and its' effects on the adolescent brain.</b>	<b>HE.1.8.53 Differentiate the stages of addiction and its' effects on the adolescent brain.</b>	
						<b>HE.1.6.48 Identify ways to reduce exposure to potentially harmful and toxic substances, including pollution and second-hand smoke and how these substances may affect health.</b>	<b>HE.1.7.51 Develop ways to reduce exposure to potentially harmful and toxic substances, including pollution and second-hand smoke and how these substances may affect health.</b>	<b>HE.1.8.54 Evaluate ways to reduce exposure to potentially harmful and toxic substances, including pollution and second-hand smoke and how these substances may affect health.</b>	

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
						<b>HE.1.6.49 Describe the perceptions and societal norms teens have regarding addictive drugs.</b>	<b>HE.1.7.52 Describe the perceptions and societal norms teens have regarding addictive drugs.</b>	<b>HE.1.8.55 Describe the perceptions and societal norms teens have regarding addictive drugs.</b>	
						<b>HE.1.6.50 Explain the dangers and legal issues related to the use of steroids, performance enhancing drugs and controlled substances.</b>	<b>HE.1.7.53 Explain the dangers and legal issues related to the use of steroids, performance enhancing drugs and controlled substances.</b>	<b>HE.1.8.56 Explain the dangers and legal issues related to the use of steroids, performance enhancing drugs and controlled substances.</b>	<b>HE.1.12.43 Explain the potential severity of injury or illness if engaging in risky or unhealthy behaviors, including how the development of the teen brain affects the decision-making process.</b>
						<b>HE.1.6.51 Review the policies, regulations, and/or laws related to legal and illegal substances, and the impact they have on one's overall health.</b>	<b>HE.1.7.54 Review the policies, regulations, and/or laws related to legal and illegal substances, and the impact they have on one's overall health.</b>	<b>HE.1.8.57 Evaluate the policies, regulations, and/or laws related to legal and illegal substances, and the impact they have on one's overall health.</b>	<b>HE.1.12.44 Explain key concepts of alcohol, tobacco and other drugs including tolerance, addiction, recovery, peer pressure, short and long term health impacts (Steroid law).</b>
						HE.1.6.52 Identify between healthy eating, disordered eating, and eating disorders.	HE.1.7.55 Distinguish between healthy eating, disordered eating, and eating disorders.	HE.1.8.58 Assess the differences between healthy eating, disordered eating, and eating disorders.	
						<b>HE.1.6.53 Recognize the importance of variety and moderation in food selection and consumption.</b>	<b>HE.1.7.56 Describe the importance of a nutrient-rich diet.</b>	<b>HE.1.8.59 Develop a dietary plan that promotes healthful eating.</b>	<b>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.</b>
						HE.1.6.54 Identify personal stressors at home, in school and community and strategies to reduce stress.	HE.1.7.57 Identify personal stressors at home, in school and community and strategies to reduce stress.	HE.1.8.60 Identify personal stressors at home, in school and community and strategies to reduce stress.	HE.1.12.46 Explain key concepts of mental & emotional health including stress, anxiety, depression, resilience, suicide and therapeutic treatment options.

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade4	Grade 5	Grade 6	Grade 7	Grade 8	High School
						HE.1.6.55 Identify the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide.	HE.1.7.58 Explain the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide.	HE.1.8.61 Discuss the causes, effects and symptoms of depression, which includes the possibility of suicidal thoughts, self-harm, and suicide.	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.
						HE.1.6.56 Recognize the roles of problem-solving, anger management and impulse control have on preventing violence.	HE.1.7.59 Explain the roles of problem-solving, anger management and impulse control have on preventing violence.	HE.1.8.62 Analyze the roles of problem-solving, anger management and impulse control have on preventing violence.	

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
HE.2.K.1 Identify who influences personal health practices and behaviors.	HE.2.1.1 Identify how family influences personal health practices and behaviors.	HE.2.2.1 Demonstrate how family influences personal health practices and behaviors.	HE.2.3.1 Recognize the influence of culture on personal health practices and behaviors.	HE.2.4.1 Describe the influence of culture on personal health practices and behaviors.	HE.2.5.1 Analyze the influence of culture on personal health practices and behaviors.	HE.2.6.1 Recognize the influence of culture on health beliefs, practices, and behaviors.	HE.2.7.1 Recognize the influence of culture on health beliefs, practices, and behaviors.	HE.2.8.1 Analyze the influence of culture on health beliefs, practices, and behaviors.	HE.2.12.1 Analyze how culture influences health beliefs, behaviors, and outcomes.
HE.2.K.2 Identify school resources that support health practices and behaviors.	HE.2.1.2 Describe how school resources support health practices and behaviors.	HE.2.2.2 Demonstrate how school resources support health practices and behaviors.	HE.2.3.2 Explain how school resources support health practices and behaviors.	HE.2.4.2 Describe how the school and community can support personal health practices and behaviors.	HE.2.5.2 Analyze how the school and community can support personal health practices and behaviors.	HE.2.6.2 Identify how the school and community can affect personal health practices and behaviors.	HE.2.7.2 Explain how the school and community can affect personal health practices and behaviors.	HE.2.8.2 Analyze how the school and community can affect personal health practices and behaviors.	HE.2.12.2 Analyze how the school and community influence health beliefs, behaviors, and outcomes.
HE.2.K.3 Identify how the media can influence health behaviors.	HE.2.1.3 Describe how the media can influence health behaviors.	HE.2.2.3 Demonstrate how the media can influence health behaviors.	HE.2.3.3 Recognize how media influences thoughts, feelings, and health behaviors.	HE.2.4.3 Describe how media influences thoughts, feelings, and health behaviors.	HE.2.5.3 Analyze how media influences thoughts, feelings, and health behaviors.	HE.2.6.3 Examine how messages from media influence health behaviors.	HE.2.7.3 Analyze how messages from media influence health behaviors.	HE.2.8.3 Critique how messages from media influence health behaviors.	HE.2.12.3 Analyze and critique how media influences health beliefs, behaviors, and outcomes.
			HE.2.3.4 Recognize how peers and family can influence healthy and unhealthy behaviors.	HE.2.4.4 Describe how peers and family can influence healthy and unhealthy behaviors.	HE.2.5.4 Analyze how peers and family can influence healthy and unhealthy behaviors.	HE.2.6.4 Describe how peers influence healthy and unhealthy behaviors.	HE.2.7.4 Review how peers influence healthy and unhealthy behaviors.	HE.2.8.4 Assess how peers influence healthy and unhealthy behaviors.	HE.2.12.4 Analyze how peers influence health beliefs, behaviors, and outcomes.
			HE.2.3.5 Recognize how peers and family can influence ideas about body image.	HE.2.4.5 Describe how friends and family can influence ideas about body image.	HE.2.5.5 Discuss how friends and family can influence ideas about body image.	HE.2.6.5 Describe how friends and family can influence ideas about body image.	HE.2.7.5 Describe what influences our values around body image, including the media.	HE.2.8.5 Analyze what influences our values around body image, including the media.	HE.2.12.5 Analyze what influences our values around self-concept and body image, including the media.
									HE.2.12.6 Analyze how race and ethnicity influences health beliefs, behaviors, and outcomes.
						HE.2.6.6 Identify the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.	HE.2.7.6 Explain the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.	HE.2.8.6 Assess the influences that encourage young people to abstain and not abstain from alcohol, tobacco and other drug use.	



## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
HE.2.K.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender.	HE.2.1.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender.	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.	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.	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.	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.	HE.2.6.7 Examine the impact of technology and social media on various types of relationships.	HE.2.7.7 the impact of technology and social media on various types of relationships.	HE.2.8.7 Assess the impact of technology and social media on various types of relationships.	HE.2.12.7 Analyze the influence of friends, family, media, society, and culture on the intersections of gender, sexual orientation, race, ethnicity, and other identities.
			HE.2.3.7 Recognize ways that technology can influence personal health.	HE.2.4.7 Describe ways that technology can influence personal health.	HE.2.5.7 Analyze ways that technology can influence personal health.	HE.2.6.8 Recognize the influence of technology on personal and family health.	HE.2.7.8 Describe the influence of technology on personal and family health.	HE.2.8.8 Analyze the influence of technology on personal and family health.	HE.2.12.8 Analyze the impact of technology (including medical/scientific advancements) on personal, family, and community health.
						HE.2.6.9 Identify how food choices are influenced by culture, family, media, technology, peers, body image and emotions.	HE.2.7.9 Discuss how food choices are influenced by culture, family, media, technology, peers, body image and emotions.	HE.2.8.9 Review how food choices are influenced by culture, family, media, technology, peers, body image and emotions.	
		HE.2.2.5 Identify positive and negative ways friends and peers can influence various relationships.	HE.2.3.8 Describe positive and negative ways friends and peers can influence various relationships.	HE.2.4.8 Compare positive and negative ways friends and peers can influence various relationships.	HE.2.5.8 Analyze ways friends and peers can influence various relationships.	HE.2.6.10 Examine how the family influences the health of adolescents.	HE.2.7.10 Analyze how the family influences the health of adolescents	HE.2.8.10 Assess how the family influences the health of adolescents.	HE.2.12.9 Analyze how the family influences health beliefs, behaviors, and outcomes.
			HE.2.3.9 Identify potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.	HE.2.4.9 Describe potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.	HE.2.5.9 Discuss potential impacts of power differences (e.g., age, status or position) as they relate to personal boundaries.	HE.2.6.11 Consider potential impacts of power differences (e.g., age, status or position) within friendships, on self and others.	HE.2.7.11 Compare potential impacts of power differences (e.g., age, status or position) within friendships and intimate relationships, of self and others.	HE.2.8.11 Assess potential impacts of power differences (e.g., age, status or position) within intimate relationships, of self and others.	HE.2.12.10 Analyze potential impacts of power differences (e.g., age, status or position) within sexual relationships.
						HE.2.6.12 Recognize influences that may affect self-esteem (e.g., peers, media, and adults).	HE.2.7.12 Describe influences that may affect self-esteem (e.g., peers, media, and adults).	HE.2.8.12 Analyze influences that may affect self-esteem (e.g., peers, media, and adults).	
						HE.2.6.13 Identify how the perceptions of norms influence healthy and unhealthy behaviors.	HE.2.7.13 Explain how the perceptions of norms influence healthy and unhealthy behaviors.	HE.2.8.13 Review how the perceptions of norms influence healthy and unhealthy behaviors.	HE.2.12.11 Analyze how the perception of norms influences healthy and unhealthy behaviors.

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
						<b>HE.2.6.14</b> Explain the influence of personal values and beliefs on individual health practices and behaviors.	<b>HE.2.7.14</b> Examine the influence of personal values and beliefs on individual health practices and behaviors.	<b>HE.2.8.14</b> Assess the influence of personal values and beliefs on individual health practices and behaviors.	<b>HE.2.12.12</b> Analyze how personal values and beliefs influence individual health practices and behaviors.
									<b>HE.2.12.13</b> Analyze how public health policies and government regulations can influence health promotion and disease prevention.
						<b>HE.2.6.15</b> Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	<b>HE.2.7.15</b> Review how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	<b>HE.2.8.15</b> Determine how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	<b>HE.2.12.14</b> Analyze the relationship between health risk factors and the likelihood of engaging in unhealthy behaviors.
						<b>HE.2.6.16</b> Identify the influences that may encourage young people to engage in risky, addictive behaviors.	<b>HE.2.7.16</b> Describe the influences that may encourage young people to engage in risky, addictive behaviors.	<b>HE.2.8.16</b> Report on the influences that may encourage young people to engage in risky, addictive behaviors.	
						<b>HE.2.6.17</b> Recognize factors that influence a healthy, active lifestyle.	<b>HE.2.7.17</b> Explain factors that influence a healthy, active lifestyle.	<b>HE.2.8.17</b> Differentiate between factors that influence a healthy, active lifestyle	
						<b>HE.2.6.18</b> Examine how school and public health policies can influence health promotion and disease prevention.	<b>HE.2.7.18</b> Explain how school and public health policies can influence health promotion and disease prevention.	<b>HE.2.8.18</b> Critique school and public health policies that can influence health promotion and disease prevention.	
						<b>HE.2.6.19</b> Investigate external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.	<b>HE.2.7.19</b> Compare multiple external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.	<b>HE.2.8.19</b> Assess external influences that have an impact on one's attitudes about gender, sexual orientation and gender identity.	

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
						<b>HE.2.6.20 Examine factors that may influence condom use and other safer sex decisions.</b>	<b>HE.2.7.20 Compare factors that may influence condom use and other safer sex decisions.</b>	<b>HE.2.8.20 Assess factors that may influence condom use and other safer sex decisions.</b>	<b>HE.2.12.15 Analyze factors that may influence condom use and other safer sex decisions.</b>
						<b>HE.2.6.21 Explain how family and friends can influence one's beliefs about what constitutes a healthy intimate relationship.</b>	<b>HE.2.7.21 Analyze external influences that can impact one's beliefs about what constitutes a healthy intimate relationship.</b>	<b>HE.2.8.21 Analyze how family and friends can influence one's decisions within a healthy intimate relationship.</b>	<b>HE.2.12.16 Analyze external influences that can impact one's decisions within a healthy intimate relationship.</b>
						<b>HE.2.6.22 Investigate external influences and societal messages that impact attitudes about interpersonal violence.</b>	<b>HE.2.7.22 Compare external influences and societal messages that impact attitudes about sexual, dating, and domestic violence.</b>	<b>HE.2.8.22 Assess external influences and societal messages that impact attitudes about sexual, dating, and domestic violence.</b>	<b>HE.2.12.17 Analyze the external influences and societal messages that impact attitudes about bullying, sexual harassment, coercion, sexual abuse, sexual assault, incest, rape, stalking, domestic violence, and dating violence.</b>
							<b>HE.2.7.23 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.</b>	<b>HE.2.8.23 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.</b>	<b>HE.2.12.18 Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.</b>
							<b>HE.2.7.24 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.</b>	<b>HE.2.8.24 Assess influences that may have an impact on deciding whether or when to engage in sexual behaviors.</b>	<b>HE.2.12.19 Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.</b>
							<b>HE.2.7.25 Describe how our values impact our sexual health-related decisions.</b>	<b>HE.2.8.25 Analyze how our values impact our sexual health-related decisions.</b>	<b>HE.2.12.20 Analyze how our values impact our sexual health-related decisions.</b>
								<b>HE.2.8.26 Assess internal and external influences on decisions about pregnancy options and parenthood.</b>	<b>HE.2.12.21 Analyze internal and external influences on decisions about pregnancy options and parenthood.</b>

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
HE.3.K.1 Identify ways to locate school and community health helpers.	HE.3.1.1 Describe ways to locate school and community health helpers.	HE.3.2.1 Demonstrate ways to locate school and community health helpers.	HE.3.3.1 Locate resources from home, school, and community that provide valid health information.	HE.3.4.1 Describe resources from home, school, and community that provide valid health information.	HE.3.5.1 Analyze resources from home, school, and community that provide valid health information.	HE.3.6.1 Identify valid health information from home, school, and community for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.	HE.3.7.1 Access valid health information from home, school, and community for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.	HE.3.8.1 Compare valid health information from home, school, and community for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.	HE.3.12.1 Use a variety of valid and reliable resources to research health information.
			HE.3.3.2 Recognize characteristics of valid health information, products, and services.	HE.3.4.2 Describe characteristics of valid health information, products, and services.	HE.3.5.2 Analyze characteristics of valid health information, products, and services.	HE.3.6.2 Explain the validity of health information, products, and services.	HE.3.7.2 Analyze the validity of health information, products, and services.	HE.3.8.2 Evaluate the validity of health information, products, and services.	HE.3.12.2 Evaluate the validity and reliability of health information, products, and services.
						HE.3.6.3 Describe strategies for accessing information and tools to lead a healthy, active lifestyle for adolescents.	HE.3.7.3 Organize strategies for accessing information and tools to lead a healthy, active lifestyle for adolescents.	HE.3.8.3 Differentiate the resources available for adolescents on leading a healthy, active lifestyle.	
									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.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.	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.	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.	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.	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.	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.	HE.3.6.4 Describe situations that may require professional health services.	HE.3.7.4 Examine situations that may require professional health services.	HE.3.8.4 Review situations that may require professional health services.	

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
						HE.3.6.5 Determine the accessibility of products that enhance health.	HE.3.7.5 Review the accessibility of products that enhance health.	HE.3.8.5 Evaluate the accessibility of products that enhance health.	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.
						HE.3.6.6 Identify valid and reliable school and community resources for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.	HE.3.7.6 Locate valid and reliable school and community resources for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.	HE.3.8.6 Critique valid and reliable school and community resources for those who may be impacted by addiction, mental/emotional health issues, suicide, and/or other health related issues.	
			HE.3.3.4 Recognize sources of medically-accurate information about human sexual and reproductive anatomy, puberty and personal hygiene.	HE.3.4.4 Describe sources of medically-accurate information about human sexual and reproductive anatomy.	HE.3.5.4 Demonstrate how to access sources of medically-accurate information about human sexual and reproductive anatomy.	HE.3.6.7 Identify sources of medically-accurate information about human sexual and reproductive anatomy.	HE.3.7.7 Describe sources of medically-accurate information about human sexual and reproductive anatomy.	HE.3.8.7 Access sources of medically-accurate information about human sexual and reproductive anatomy.	HE.3.12.5 Access community resources that provide medically-accurate information about adolescent sexual anatomy and reproductive health..
				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.	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.	HE.3.6.8 Identify resources, including people at home, school or in the community who can provide medically accurate information and/or support about puberty and health care practices during puberty.	HE.3.7.8 Describe medically accurate sources of information about puberty, development and sexuality.	HE.3.8.8 Access medically accurate sources of information about puberty, development and sexuality.	HE.3.12.6 Access medically-accurate information and resources about pregnancy, pregnancy options, including parenting, abortion, and adoption, prenatal care and services.
			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.	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.	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.	HE.3.6.9 Identify resources, including people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.	HE.3.7.9 Describe accurate information about healthy sexuality, including sexual orientation and gender identity.	HE.3.8.9 Access accurate information about healthy sexuality, including sexual orientation and gender identity.	HE.3.12.7 Access accurate information about healthy sexuality, including sexual orientation and gender identity.

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
			HE.3.3.6 Recognize sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.	HE.3.4.7 Identify sources of support, such as parents or other trusted adults they can talk to about healthy and unhealthy relationships.	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.	HE.3.6.10 Identify information and sources of support for healthy and unhealthy relationships.	HE.3.7.10 Describe information and sources of support for healthy and unhealthy relationships.	HE.3.8.10 Access information and sources of support for healthy and unhealthy relationships.	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.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.	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.	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.	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.	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.	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.	HE.3.6.11 Identify sources of support, such as parents or other trusted adults; including school staff; they can tell if they are experiencing sexual abuse.	HE.3.7.11 Describe sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.	HE.3.8.11 Assess sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.	HE.3.12.09 Access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.
			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.	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.	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.	HE.3.6.12 Identify sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.	HE.3.7.12 Describe sources of support, such as parents, other trusted adults, and community resources, which they can go to if they are or someone they know is being sexually harassed, bullied, abused, assaulted, or stalked.	HE.3.8.12 Assess sources of support, such as parents, other trusted adults, and community resources, which they can go to if they are or someone they know is being sexually harassed, bullied, abused, assaulted, or stalked.	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.
HE.3.K.4 Identify sources of support if someone is touching them in a way that makes them feel uncomfortable.		HE.3.2.4 List sources of support if someone is touching them in a way that makes them feel uncomfortable.	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.	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.	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.	HE.3.6.13 Identify school and community resources for reporting child abuse.	HE.3.7.13 Review school and community resources for reporting child abuse.	HE.3.8.13 Select school and community resources for reporting child abuse.	
HE.3.K.5 Identify who to report to at home, school and in the community if they see unsafe objects.	HE.3.1.4 List who to report to at home, school and in the community if they see unsafe objects or situations.	HE.3.2.5 Describe who to report to at home, school and in the community if they see unsafe objects.							



## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
						<b>HE.3.6.14 Identify medically-accurate information about STDs and HIV transmission and prevention.</b>	<b>HE.3.7.14 Describe medically-accurate information about STDs and HIV transmission and prevention.</b>	<b>HE.3.8.14 Access medically-accurate information about STDs and HIV transmission and prevention.</b>	<b>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.</b>
						<b>HE.3.6.15 Identify medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.</b>	<b>HE.3.7.15 Describe medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.</b>	<b>HE.3.8.15 Access medically-accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.</b>	<b>HE.3.12.12 Access medically-accurate information and resources about contraceptive methods, including abstinence, emergency contraception, and condoms.</b>
						<b>HE.3.6.16 Identify medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.</b>	<b>HE.3.7.16 Describe medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.</b>	<b>HE.3.8.16 Access medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.</b>	

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
HE.4.K.1 Identify healthy ways to express needs, wants, and feelings.	HE.4.1.1 Identify healthy ways to express needs, wants, and feelings.	HE.4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.	HE.4.3.1 Recognize effective verbal and nonverbal communication skills to enhance health.	HE.4.4.1 Describe effective verbal and nonverbal communication skills to enhance health.	HE.4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	HE.4.6.1 Describe effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.	HE.4.7.1 Analyze effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.	HE.4.8.1 Apply effective verbal and nonverbal communication skills to enhance health and promote pro-social behaviors/relationships.	HE.4.12.1 Practice effective and appropriate verbal and nonverbal communication skills with peers and adults to enhance health.
HE.4.K.2 Identify effective active listening skills.	HE.4.1.2 Describe effective active listening skills.	HE.4.2.2 Demonstrate effective active listening skills.	HE.4.3.2 Recognize when to ask for assistance to enhance personal health.	HE.4.4.2 Describe how to ask for assistance to enhance personal health.	HE.4.5.2 Demonstrate how to ask for assistance to enhance personal health.	HE.4.6.2 Describe how to ask for assistance to enhance the health of self and others.	HE.4.7.2 Practice how to ask for assistance to enhance the health of self and others.	HE.4.8.2 Demonstrate how to ask for assistance to enhance the health of self and others.	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.
HE.4.K.3 Identify effective refusal skills to avoid or reduce health risks.	HE.4.1.3 Identify effective refusal skills to avoid or reduce health risks.	HE.4.2.3 Demonstrate effective refusal skills to avoid or reduce health risks.	HE.4.3.3 Recognize effective refusal skills that avoid or reduce health risks.	HE.4.4.3 Describe refusal skills that avoid or reduce health risks.	HE.4.5.3 Demonstrate refusal skills that avoid or reduce health risks.	HE.4.6.3 Explain refusal and negotiation skills that avoid or reduce health risks.	HE.4.7.3 Demonstrate refusal and negotiation skills that avoid or reduce health risks.	HE.4.8.3 Demonstrate and/or assess refusal and negotiation skills that avoid or reduce health risks.	HE.4.12.3 Demonstrate and/or assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.4.K.4 Identify sources of support to go to if threatened or harmed.	HE.4.1.4 Describe ways to tell sources of support if threatened or harmed.	HE.4.2.4 Demonstrate ways to tell sources of support if threatened or harmed.	HE.4.3.4 Recognize nonviolent strategies to manage or resolve conflict.	HE.4.4.4 Describe nonviolent strategies to manage or resolve conflict.	HE.4.5.4 Demonstrate nonviolent strategies to manage or resolve conflict.	HE.4.6.4 Explain effective conflict management or resolution strategies.	HE.4.7.4 Demonstrate effective conflict management or resolution strategies.	HE.4.8.4 Demonstrate and/or assess effective conflict management or resolution strategies.	HE.4.12.4 Demonstrate and/or assess strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.4.K.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.	HE.4.1.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.	HE.4.2.5 List ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.	HE.4.3.5 Describe ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.	HE.4.4.5 Practice ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.	HE.4.5.5 Demonstrate ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.	HE.4.6.5 Identify how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.	HE.4.7.5 Practice how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.	HE.4.8.5 Demonstrate how to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.	HE.4.12.5 Demonstrate respectful communication with and about people of all gender identities, gender expressions and sexual orientations.

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
			<b>HE.4.3.6 Identify ways to communicate your thoughts and feelings while maintaining healthy relationships.</b>	<b>HE.4.4.6 Describe ways to communicate your thoughts and feelings while maintaining healthy relationships.</b>	<b>HE.4.5.6 Demonstrate ways to communicate your thoughts and feelings while maintaining healthy relationships.</b>	<b>HE.4.6.6 Explain communication skills that foster healthy relationships.</b>	<b>HE.4.7.6 Practice communication skills that foster healthy relationships.</b>	<b>HE.4.8.6 Demonstrate communication skills that foster healthy intimate relationships.</b>	<b>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.</b>
<b>HE.4.K.6 Discuss effective ways to communicate personal boundaries and show respect for the boundaries of others.</b>	<b>HE.4.1.6 Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.</b>	<b>HE.4.2.6 List effective ways to communicate personal boundaries and show respect for the boundaries of others.</b>	<b>HE.4.3.7 Identify effective ways to communicate personal boundaries and show respect for the boundaries of others.</b>	<b>HE.4.4.7 Describe effective ways to communicate personal boundaries and show respect for the boundaries of others.</b>	<b>HE.4.5.7 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</b>	<b>HE.4.6.7 Explain effective ways to communicate personal boundaries and show respect for the boundaries of others.</b>	<b>HE.4.7.7 Practice effective ways to communicate personal boundaries and show respect for the boundaries of others.</b>	<b>HE.4.8.7 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</b>	
<b>HE.4.K.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.</b>	<b>HE.4.1.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.</b>	<b>HE.4.2.7 Practice asking for help and support, if they or someone they know is being hurt or feels unsafe.</b>	<b>HE.4.3.8 Identify ways to ask for help and support, if they or someone they know is being hurt or feels unsafe.</b>	<b>HE.4.4.8 Describe how to ask for help and support, if they or someone they know is being hurt or feels unsafe.</b>	<b>HE.4.5.8 Demonstrate asking for help and support, if they or someone they know is being hurt or feels unsafe.</b>	<b>HE.4.6.8 List a variety of clear communication skills to report and/or access help in dangerous situations.</b>	<b>HE.4.7.8 Practice effective communication skills to report and/or access help in dangerous situations.</b>	<b>HE.4.6.8 Demonstrate effective communication skills to report and/or access help in dangerous situations.</b>	
						<b>HE.4.6.9 Explain effective communication skills about the use of contraception including abstinence, condoms, and other safer sex practices.</b>	<b>HE.4.7.9 Practice the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.</b>	<b>HE.4.8.9 Demonstrate the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.</b>	<b>HE.4.12.7 Demonstrate the use of effective communication about the use of contraception including abstinence, condoms, and other safer sex practices.</b>
						<b>HE.4.6.10 Explain effective communication skills to ensure affirmative consent in all sexual relationships.</b>	<b>HE.4.7.10 Practice effective communication skills to ensure affirmative consent in all sexual relationships.</b>	<b>HE.4.8.10 Demonstrate effective communication skills to ensure affirmative consent in all sexual relationships.</b>	<b>HE.4.12.8 Practice effective communication skills to ensure affirmative consent in all sexual relationships.</b>

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
						<b>HE.4.6.11 Explain the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.</b>	<b>HE.4.7.11 Practice the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.</b>	<b>HE.4.8.11 Demonstrate skills to communicate with a partner about STD and HIV prevention, testing and disclosure of status.</b>	<b>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.</b>
						<b>HE.4.6.12 Explain effective skills to negotiate agreements about the use of technology in relationships.</b>	<b>HE.4.7.12 Practice effective skills to negotiate agreements about the use of technology in relationships.</b>	<b>HE.4.8.12 Demonstrate effective skills to negotiate agreements about the use of technology in relationships.</b>	<b>HE.4.12.10 Demonstrate effective skills to negotiate agreements about the use of technology in relationships.</b>
							<b>HE.4.7.13 Practice asking for help and support if they or someone they know is being hurt or feels unsafe in an intimate relationship.</b>	<b>HE.4.8.13 Demonstrate asking for help and support if they or someone they know is in an abusive relationship.</b>	<b>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.</b>
								<b>HE.4.8.14 Demonstrate effective strategies to avoid or end an unhealthy relationship.</b>	<b>HE.4.12.12 Demonstrate effective strategies to avoid or end an unhealthy relationship.</b>
								<b>HE.4.8.15 Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and to practice safer sex.</b>	

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
<b>HE.5.K.1 Identify when help is needed to make a health-related decision.</b>	<b>HE.5.1.1 Describe situations when a health-related decision is needed.</b>	<b>HE.5.2.1 Demonstrate decision-making skills for health-related situations.</b>	<b>HE.5.3.1 Recognize health-related situations that might require a decision.</b>	<b>HE.5.4.1 Describe health-related situations that might require a decision.</b>	<b>HE.5.5.1 Analyze health-related situations that might require a decision.</b>	<b>HE.5.6.1 Recognize when health-related situations require the application of a decision-making process.</b>	<b>HE.5.7.1 Explain when health-related situations require the application of a decision-making process.</b>	<b>HE.5.8.1 Predict when health-related situations require the application of a decision-making process.</b>	<b>HE.5.12.1 Determine the benefits of practicing a decision-making process to enhance health.</b>
						<b>HE.5.6.2 Identify protective factors and barriers that can impact healthy decision making.</b>	<b>HE.5.7.2 Describe protective factors and barriers that can impact healthy decision making.</b>	<b>HE.5.8.2 Assess circumstances that can help or hinder healthy decision making.</b>	<b>HE.5.12.2 Examine protective factors and barriers that can impact decision-making.</b>
			<b>HE.5.3.2 Recognize when assistance is needed in making a health-related decision.</b>	<b>HE.5.4.2 Describe when assistance is needed in making a health-related decision.</b>	<b>HE.5.5.2 Analyze when assistance is needed in making a health-related decision.</b>	<b>HE.5.6.3 Analyze when assistance is needed in making a health-related decision.</b>	<b>HE.5.7.3 Analyze when assistance is needed in making a health-related decision.</b>	<b>HE.5.8.3 Predict when additional adult and/or professional input is appropriate for health related decision making.</b>	<b>HE.5.12.3 Evaluate when additional adult and/or professional input is appropriate for health-related decision-making.</b>
			<b>HE.5.3.3 Recognize a healthy option when making a decision.</b>	<b>HE.5.4.3 Describe a healthy option when making a decision.</b>	<b>HE.5.5.3 Analyze a healthy option when making a decision.</b>	<b>HE.5.6.4 Recognize healthy options when making a decision about health-related issues or problems.</b>	<b>HE.5.7.4 Describe healthy options when making a decision about health-related issues or problems.</b>	<b>HE.5.8.4 Analyze healthy options when making a decision about health-related issues or problems.</b>	<b>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.</b>
						<b>HE.5.6.5 Describe how to use a decision making process to avoid or refuse addictive or harmful substances and/or behaviors.</b>	<b>HE.5.7.5 Practice using a decision making process to avoid or refuse addictive or harmful substances and/or behaviors.</b>	<b>HE.5.8.5 Apply a decision making process to avoid or refuse addictive or harmful substances and/or behaviors</b>	<b>HE.5.12.5 Defend a health-enhancing decision.</b>
						<b>HE.5.6.6 Recognize when individual or collaborative decision making is appropriate.</b>	<b>HE.5.7.6 Distinguish when individual or collaborative decision making is appropriate.</b>	<b>HE.5.8.6 Justify when individual or collaborative decision making is appropriate.</b>	
						<b>HE.5.6.7 Describe a decision making process to practice safety in and around motor vehicles.</b>	<b>HE.5.7.7 Use a decision making process to promote safe practices in and around motor vehicles.</b>	<b>HE.5.8.7 Apply a decision making process to use safety practices in and around motor vehicles.</b>	<b>HE.5.12.6 Apply a decision-making process to make safe choices while driving or riding in motor vehicles.</b>

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
						<b>HE.5.6.8 List healthy and unhealthy options to health-related issues or problems.</b>	<b>HE.5.7.8 Explain healthy and unhealthy options to health-related issues or problems.</b>	<b>HE.5.8.8 Distinguish between healthy and unhealthy options to solve health-related issues or problems.</b>	
			<b>HE.5.3.4 Recognize the outcomes of a health-related decision.</b>		<b>HE.5.5.4 Reflect the outcomes of a health-related decision.</b>				<b>HE.5.12.7 Evaluate the outcome and effectiveness of a health-related decision.</b>
						<b>HE.5.6.9 Describe how the decision-making process can be used to enhance or establish healthy relationships.</b>	<b>HE.5.7.9 Practice using the decision-making process to enhance or establish healthy relationships.</b>	<b>HE.5.8.9 Apply the decision-making process to enhance or establish healthy relationships.</b>	<b>HE.5.12.8 Apply a decision-making process to make choices about contraception, including abstinence and condoms.</b>
						<b>HE.5.6.10 Practice a decision making process to make healthy choices around sexual health.</b>	<b>HE.5.7.10 Practice a decision making process to make healthy choices around sexual health.</b>	<b>HE.5.8.10 Assess a decision making process to make healthy choices around sexual health.</b>	<b>HE.5.12.9 Model a decision making process to make healthy choices around sexual health.</b>
						<b>HE.5.6.11 Practice a decision making process to give or receive consent.</b>	<b>HE.5.7.11 Practice a decision making process to give or receive consent.</b>	<b>HE.5.8.11 Assess a decision making process to give or receive consent for consensual sexual activity.</b>	<b>HE.5.12.10 Apply a decision making process to promote consensual sexual activity within healthy relationships.</b>



## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
<b>HE.6.K.1 Identify a short-term personal health goal and take action toward achieving the goal.</b>	<b>HE.6.1.1 Describe a short-term personal health goal and take action toward achieving the goal.</b>	<b>HE.6.2.1 Demonstrate setting a short-term and long-term personal health goal and take action toward achieving the goal.</b>	<b>HE.6.3.1 Choose a personal health goal and track progress toward its achievement.</b>	HE.6.4.1 Set a personal health goal and track progress toward its achievement.	<b>HE.6.5.1 Analyze a personal health goal and track progress toward its achievement.</b>	<b>HE.6.6.1 Create a goal to maintain, or improve a personal health practices.</b>	<b>HE.6.7.1 Develop and analyze a goal to maintain, or improve a personal health practices.</b>	<b>HE.6.8.1 Evaluate a goal to maintain, or improve a personal health practice.</b>	<b>HE.6.12.1 Develop a goal and create an action plan to maintain or improve health.</b>
						HE.6.6.2 List personal health practices that lead to a healthy lifestyle.	HE.6.7.2 Explain personal health practices that lead to a healthy lifestyle.	HE.6.8.2 Assess personal health practices that lead to a healthy lifestyle.	HE.6.12.2 Assess personal health practices and overall health status as the first step in determining a personal health goal.
<b>HE.6.K.2 Identify resources to achieve health-related goals.</b>	<b>HE.6.1.2 Describe resources to achieve health-related goals.</b>	<b>HE.6.2.2 Demonstrate how to access resources to achieve health-related goals.</b>	<b>HE.6.3.2 Recognize resources to assist in achieving a personal health goal.</b>	<b>HE.6.4.2 Describe resources to assist in achieving a personal health goal.</b>	<b>HE.6.5.2 Analyze resources to assist in achieving a personal health goal.</b>	<b>HE.6.6.3 Identify strategies and skills needed to attain a personal health goal, such as implementing and monitoring a physical activity health plan.</b>	<b>HE.6.7.3 Describe strategies and skills needed to attain a personal health goal such as implementing and monitoring of a physical activity health plan.</b>	<b>HE.6.8.3 Apply strategies and skills needed to attain a personal health goal, such as implementing and monitoring a physical activity health plan.</b>	<b>HE.6.12.3 Implement strategies and monitor progress in achieving a personal health goal.</b>
									HE.6.12.4 Evaluate the outcome of a personal health goal.
						HE.6.6.4 Develop achievable goals which focus on increasing a healthy self-image and managing stress in a positive way.	HE.6.7.4 Apply and analyze achievable goals which focus on increasing a healthy self-image and managing stress in a positive way.	HE.6.8.4 Manage achievable goals which focus on increasing a healthy self-image and managing stress in a positive way.	
						HE.6.6.5 Create a goal to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying).	HE.6.7.5 Create and analyze a goal to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying).	HE.6.8.5 Create a goal and practice methods to prevent or stop violence (bullying) and outline appropriate behaviors when using technology (cyberbullying).	

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
						<b>HE.6.6.6 Develop a goal to wear all types of safety equipment properly while following state laws and requirements regardless of outside influences.</b>	<b>HE.6.7.6 Develop and apply a goal to wear all types of safety equipment properly while following state laws and requirements regardless of outside influences.</b>	<b>HE.6.8.6 Develop and evaluate a goal to wear all types of safety equipment properly while following state laws and requirements regardless of outside influences.</b>	
						<b>HE.6.6.7 Create and implement a plan that correlates a personal short term goal on healthy eating while including a specific focus on food choices, portions and nutritional guidelines.</b>	<b>HE.6.7.7 Create and design a plan that correlates a personal short term goal on healthy eating while including a specific focus on food choices, portions and nutritional guidelines.</b>	<b>HE.6.8.7 Create and manage a plan that correlates a personal short term goal on healthy eating while including a specific focus on food choices, portions and nutritional guidelines.</b>	<b>HE.6.12.5 Develop a personal short term goal and action plan to improve nutrition and/or fitness.</b>
						<b>HE.6.6.8 Recognize how personal health goals can vary with changing abilities, priorities, and responsibilities.</b>	<b>HE.6.7.8 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</b>	<b>HE.6.8.8 Review how personal health goals can vary with changing abilities, priorities, and responsibilities.</b>	
					<b>HE.6.5.3 Define sexual violence including but not limited to interpersonal violence (physical, verbal, emotional and sexual violence).</b>	<b>HE.6.6.9 Set a personal goal to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).</b>	<b>HE.6.7.9 Through the goal setting process, create and analyze ways to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).</b>	<b>HE.6.8.9 Develop a goal and practice methods to prevent and reduce interpersonal violence (physical, verbal, emotional and sexual violence).</b>	
								<b>HE.6.8.10 Establish a personal goal to not have sex until you're ready.</b>	<b>HE.6.12.6 Set a personal goal to not have sex until you're ready.</b>
						<b>HE.6.6.10 Identify a personal goal to treat your partners with dignity and respect.</b>	<b>HE.6.7.10 Set a personal goal to treat your partners with dignity and respect.</b>	<b>HE.6.8.11 Establish a personal goal to use protection when sexually active.</b>	<b>HE.6.12.7 Set a personal goal to use protection when sexually active.</b>
						<b>HE.6.6.11 Identify a personal goal to be treated with dignity and respect.</b>	<b>HE.6.7.11 Set a personal goal to be treated with dignity and respect.</b>	<b>HE.6.8.12 Discuss a personal goal to be treated with dignity and respect.</b>	<b>HE.6.12.8 Develop a personal goal to be treated with dignity and respect.</b>
								<b>HE.6.8.13 Develop a plan to eliminate or reduce risk for STDs, including HIV.</b>	<b>HE.6.12.9 Develop short and long-term goals to maintain sexual health.</b>

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
<b>HE.7.K.1 Identify healthy practices and behaviors that maintain or improve personal health.</b>	<b>HE.7.1.1 Describe healthy practices and behaviors that maintain or improve personal health.</b>	<b>HE.7.2.1 Demonstrate healthy practices and behaviors that maintain or improve personal health.</b>	<b>HE.7.3.1 Recognize responsible personal health behaviors.</b>	HE.7.4.1 Describe responsible personal health behaviors.	<b>HE.7.5.1 Analyze responsible personal health behaviors.</b>	<b>HE.7.6.1 Recognize the importance of assuming responsibility for personal health behaviors.</b>	<b>HE.7.7.1 Explain the importance of assuming responsibility for personal health behaviors.</b>	<b>HE.7.8.1 Justify the importance of assuming responsibility for personal health behaviors.</b>	<b>HE.7.12.1 Explain the role of individual responsibility for enhancing health.</b>
<b>HE.7.K.2 Recognize behaviors that avoid or reduce health risks.</b>	<b>HE.7.1.2 Describe behaviors that avoid or reduce health risks.</b>	<b>HE.7.2.2 Demonstrate behaviors that avoid or reduce health risks.</b>	<b>HE.7.3.2 Recognize a variety of healthy practices and behaviors that maintain or improve personal health.</b>	H.E. 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.	<b>HE.7.5.2 Analyze a variety of healthy practices and behaviors to maintain or improve personal health.</b>	<b>HE.7.6.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</b>	<b>HE.7.7.2 Demonstrate the ability to practice healthy behaviors that can maintain or improve the health of self and others.</b>	<b>HE.7.8.2 Evaluate healthy practices and behaviors that can maintain or improve the health of self and others.</b>	<b>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.</b>
			<b>HE.7.3.3 Recognize a variety of behaviors to avoid or reduce health risks.</b>	HE.7.4.3 Describe a variety of behaviors to avoid or reduce health risks.	<b>HE.7.5.3 Analyze a variety of behaviors to avoid or reduce health risks.</b>				<b>HE.7.12.3 Demonstrate the ability to practice a variety of healthy behaviors to avoid or reduce health risks of self and others.</b>
						HE.7.6.3 Identify healthy ways to maintain a healthy body weight.	HE.7.7.3 Differentiate healthy ways to maintain a healthy body weight.	HE.7.8.3 Promote healthy ways to maintain a healthy body weight.	
						HE.7.6.4 List personal strategies for minimizing potential harm from exposure to the sun.	HE.7.7.4 Describe personal strategies for minimizing potential harm from exposure to the sun.	HE.7.8.4 Establish personal strategies for minimizing potential harm from exposure to the sun.	
						HE.7.6.5 Conduct a personal dietary assessment using the USDA guidelines.	HE.7.7.5 Conduct a personal dietary assessment using the USDA guidelines.	HE.7.8.5 Conduct a personal dietary assessment using the USDA guidelines.	
						HE.7.6.6 Choose effective ways to promote respect for self and others, including others who are different from you.	HE.7.7.6 Demonstrate effective ways to promote respect for self and others, including others who are different from you.	HE.7.8.6 Apply effective ways to promote respect for self and others, including others who are different from you.	

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
						HE.7.6.7 Recognize techniques for managing personal stressors with peers, at home, in school, and community.	HE.7.7.7 Practice managing personal stressors with peers, at home, in school, and community.	HE.7.8.7 Model techniques for managing personal stressors with peers, at home, in school, and community.	
						<b>HE.7.6.8 Identify ways to be physically active throughout a lifetime.</b>	<b>HE.7.7.8 Propose ways to be physically active throughout a lifetime.</b>	<b>HE.7.8.8 Report on ways to be physically active throughout a lifetime.</b>	
						HE.7.6.9 Identify the early signs of stress.	HE.7.7.9 Explain the early signs of stress and practice stress management techniques.	HE.7.8.9 Evaluate personal stress and implement stress management techniques.	
<b>HE.7.K.3 Recognize how to clearly say no, and or leave an uncomfortable situation.</b>	<b>HE.7.1.3 Describe how to clearly say no and how to leave an uncomfortable situation.</b>	<b>HE.7.2.3 Demonstrate how to clearly say “no” and/or how to leave an unsafe/uncomfortable situation.</b>	<b>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.</b>		<b>HE.7.5.4 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.</b>		<b>HE.7.7.10 Describe ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.</b>	<b>HE.7.8.10 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.</b>	<b>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.</b>
									<b>HE.7.12.5 Explain individual responsibility for testing and informing partners about STDs and HIV status.</b>
						<b>HE.7.6.10 Identify behaviors to avoid or reduce health risks to self and others.</b>	<b>HE.7.7.11 Demonstrate behaviors to avoid or reduce health risks to self and others.</b>	<b>HE.7.8.11 Evaluate behaviors to avoid or reduce health risks to self and others.</b>	
						<b>HE.7.6.11 Demonstrate personal health care practices that prevent the spread of communicable disease.</b>	<b>HE.7.7.12 Apply personal health care practices that prevent the spread of communicable disease.</b>	<b>HE.7.8.12 Evaluate personal health care practices that prevent the spread of communicable disease.</b>	
									<b>HE.7.12.6 Describe how alcohol and other drug use can affect one’s ability to perceive or provide consent.</b>

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
				<b>HE.7.4.4 List ways to manage the physical and emotional changes associated with puberty, including personal health care practices.</b>	<b>HE.7.5.5 Explain ways to manage the physical and emotional changes associated with puberty, including personal health care practices.</b>	<b>HE.7.6.12 Describe ways to manage the physical and emotional changes associated with puberty, including personal health care practices.</b>			<b>HE.7.12.7 Demonstrate on anatomical models, or list the steps for how to perform breast, testicular, and genital self-exams.</b>
						<b>HE.7.6.13 Identify the steps to correctly use a condom.</b>	<b>HE.7.7.13 Describe the steps to correctly use a condom.</b>	<b>HE.7.8.13 Demonstrate the steps to correctly use a condom.</b>	<b>HE.7.12.8 Demonstrate the steps to correctly use a condom and/or other barrier methods.</b>
						<b>HE.7.6.14 List criteria for evaluating the health of a relationship.</b>	<b>HE.7.7.14 Assess the criteria for evaluating the health of a relationship.</b>	<b>HE.7.8.14 Analyze the criteria for evaluating the health of a relationship.</b>	<b>HE.7.12.9 Analyze the criteria for evaluating the health of a relationship.</b>
						<b>HE 7.6.15 List ways to treat your friends, family and partner with dignity and respect.</b>	<b>HE 7.7.15 Practice ways to treat your friends, family and partner with dignity and respect.</b>	<b>HE.7.8.15 Assess ways to treat your partner with dignity and respect.</b>	<b>HE.7.12.10 Demonstrate respect for the boundaries of others and practice affirmative consent.</b>
						<b>HE.7.6.16 Describe strategies to use social media safely, legally and respectfully.</b>	<b>HE.7.7.16 Demonstrate how to set and respect boundaries around social media and technology use in relationships.</b>	<b>HE.7.8.16 Demonstrate effective ways to communicate personal boundaries and respect the boundaries of your partners when using technology and social media in a relationship.</b>	<b>HE.7.12.11 Demonstrate how to set and respect boundaries around social media and technology use in relationships.</b>

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
<b>HE.8.K.1 Demonstrate ways to promote personal health.</b>	<b>HE.8.1.1 Discuss ways to make requests to promote personal health.</b>	<b>HE.8.2.1 Explain the importance of promoting personal health.</b>	<b>HE.8.3.1 Recognize opinions that use accurate information about health issues.</b>	<b>HE.8.4.1 Communicate opinions using accurate information about health issues.</b>	<b>HE.8.5.1 Express opinions based on accurate information about health issues.</b>	<b>HE.8.6.1 State a health-enhancing position on a topic and support it with accurate information.</b>	<b>HE.8.7.1 Express a health-enhancing position on a topic and support it with accurate information.</b>	<b>HE.8.8.1 Propose a health-enhancing position on a topic and support it with accurate information.</b>	<b>HE.8.12.1 Utilize data to formulate a health-enhancing message.</b>
<b>HE.8.K.2 Encourage peers to select positive health choices.</b>	<b>HE.8.1.2 Encourage peers to make positive health choices.</b>	<b>HE.8.2.2 Encourage peers to justify positive health choices.</b>	<b>HE.8.3.2 Recognize ways to encourage others to make positive health choices.</b>	HE.8.4.2 Describe ways to encourage others to make positive health choices.	<b>HE.8.5.2 Encourage others to make positive health choices.</b>	<b>HE.8.6.2 Describe how to influence and support others to make positive health choices.</b>	<b>HE.8.7.2 Demonstrate how to influence and support others to make positive health choices.</b>	<b>HE.8.8.2 Demonstrate how to influence and support others to make positive health choices.</b>	<b>HE.8.12.2 Demonstrate how to influence and support others to make positive health choices.</b>
									<b>HE.8.12.3 Adapt health messages and communication techniques to a specific target audience.</b>
									<b>HE.8.12.4 Work cooperatively as an advocate for improving personal, family, and community health.</b>
						<b>HE.8.6.3 Identify how to promote empathy for individual differences.</b>	<b>HE.8.7.3 Develop a plan to promote of empathy for individual differences.</b>	<b>HE.8.8.3 Advocate for the promotion of empathy for individual differences.</b>	<b>HE.8.12.5 Advocate for the promotion of respect and empathy for individual differences.</b>
						<b>HE.8.6.4 Describe a safe environment, including one that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.</b>	<b>HE.8.7.4 Analyze a safe environment, including one that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.</b>	<b>HE.8.8.4 Advocate for a safe environment, including one that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.</b>	<b>HE.8.12.6 Advocate for school policies and programs that promote healthy relationships and a safe and inclusive environment for all.</b>



## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
				<b>HE.8.4.3 Describe how others can take action when someone else is being teased, harassed or bullied.</b>	<b>HE.8.5.3 Persuade others to take action when someone else is being teased, harassed or bullied.</b>	<b>HE.8.6.5 Describe how to influence and support others to make positive health choices in creating an environment that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.</b>	<b>HE.8.7.5 Demonstrate how to influence and support others to make positive health choices that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.</b>	<b>HE.8.8.5 Design an advocacy campaign to influence and support others to make positive health choices in creating an environment that is free of substances, has safe and nutritious food, has safe places for physical activity, is free of environmental toxins and is free of violence and bullying.</b>	
					<b>HE.8.5.4 Explain how to promote safety, respect, awareness and acceptance of yourself and others.</b>	<b>HE.8.6.6 Work cooperatively to advocate for respect of diversity of individuals, families, and schools that fosters safety in learning and achievement.</b>	<b>HE.8.7.6 Work cooperatively to advocate for respect of diversity of individuals, families, and schools that fosters safety in learning and achievement.</b>	<b>HE.8.8.6 Work cooperatively to advocate for respect of diversity of individuals, families, and schools that fosters safety in learning and achievement.</b>	
			<b>HE.8.3.3 List ways students can work together to promote dignity and respect for all people.</b>	<b>HE.8.4.4 Describe ways students can work together to promote dignity and respect for all people.</b>	<b>HE.8.5.5 Demonstrate ways students can work together to promote dignity and respect for all people.</b>	<b>HE.8.6.7 Investigate school policies and programs that promote dignity and respect for all.</b>	<b>HE.8.7.7 Assess for school policies and programs that promote dignity and respect for all.</b>	<b>HE.8.8.7 Advocate for school policies and programs that promote dignity and respect for all.</b>	<b>HE.8.12.7 Advocate for school policies and programs that promote healthy relationships with dignity and respect for all in a safe and inclusive environment.</b>
							HE.8.7.8 Assess school policies and programs that promote healthy relationships and a safe and inclusive environment for all.		
						<b>HE.8.6.8 Describe personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.</b>	<b>HE.8.7.9 Discuss personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.</b>	<b>HE.8.8.8 Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.</b>	

## Health Education Standards and Performance Indicators (Grades K-12) *BOLD = In Statute/Rule*

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
						<b>HE.8.6.9 Investigate school policies and programs that promote healthy relationships and a safe and inclusive environment for all.</b>	<b>HE.8.7.10 Identify how informed personal decision-making around sexual activity as it relates to pregnancy, reproduction, and preventing STD/STI's.</b>	<b>HE.8.8.9 Advocate for informed personal decision-making around sexual activity as it relates to pregnancy, reproduction, and preventing STD/STI's.</b>	
									HE.8.12.8 Advocate for programs that support young parents and families.
									<b>HE.8.12.9 Advocate for access to products, services and medical care to maintain sexual and reproductive health.</b>
									<b>HE.8.12.10 Advocate for use of products, services and medical care to maintain sexual and reproductive health.</b>