

Standards By Design:

***High School for Science, Health Education
(2012), Arts, Social Sciences (2011) and
Physical Education***



Science

High School

High School students refine their understanding of systems' characteristics, form, function, interactions, and changes. They deepen their knowledge of atomic structure, the Periodic Table, physical and chemical properties of compounds, the law of conservation of mass, types and strengths of bonds, and chemical reactions. Students apply the laws of motion and gravitation to describe motion. They study interactions of energy and matter and the law of conservation of energy. Life science study includes cellular structures and processes, energy and matter flow in biological systems, the laws of heredity, DNA, reproduction, genetic diversity, natural selection, biological evolution, and change in ecosystems. Students deepen their understanding of our solar system, galaxy and universe, and Earth's atmosphere, geosphere, and hydrosphere. They evaluate the impact of human activities on Earth systems, and how environmental factors influence resource management. Students use their scientific inquiry skills to design an investigation, collect, organize, display, summarize, analyze, and interpret data, and propose and communicate explanations supported by data. They learn how scientific knowledge is modified and how technology and science interact. Students use their engineering design skills to formulate problem statements, identify criteria and constraints, propose and test possible solutions, incorporate modifications, and communicate recommendations. They evaluate ways that ethics, public opinion, and government policy influence the work of engineers and scientists, and how their work impacts human society and the environment.

*It is essential that these standards be addressed in contexts that promote scientific inquiry, use of evidence, critical thinking, making connections, and communication.

H.1 Structure and Function: A system's characteristics, form, and function are attributed to the quantity, type, and nature of its components.

H.1P.1 Explain how atomic structure is related to the properties of elements and their position in the Periodic Table. Explain how the composition of the nucleus is related to isotopes and radioactivity.

H.1P.2 Describe how different types and strengths of bonds affect the physical and chemical properties of compounds.

H.1L.1 Compare and contrast the four types of organic macromolecules. Explain how they compose the cellular structures of organisms and are involved in critical cellular processes.

Science Numbering Key Example: K.2P.1

K = Grade

2 = Core Standard strand (strands are 1=Structure and Function; 2=Interaction and change; 3=Scientific Inquiry; 4=Engineering Design)

P = Science Discipline (disciplines are P = Physical; L = Life; E = Earth and Space; S = Scientific inquiry; D = Engineering Design)

1 = Number of the content standard for this grade, strand, and discipline

H.1L.2 Describe the chemical structure of DNA and its relationship to chromosomes. Explain the role of DNA in protein synthesis.

H.1L.3 Explain and apply laws of heredity and their relationship to the structure and function of DNA.

H.1L.4 Explain how cellular processes and cellular differentiation are regulated both internally and externally in response to the environments in which they exist.

H.1E.1 Classify the bodies in our solar system based on properties and composition. Describe attributes of our galaxy and evidence for multiple galaxies in the universe.

H.1E.2 Describe the structure, function, and composition of Earth's atmosphere, geosphere, and hydrosphere.

H.2 Interaction and Change: The components in a system can interact in dynamic ways that may result in change. In systems, changes occur with a flow of energy and/or transfer of matter.

H.2P.1 Explain how chemical reactions result from the making and breaking of bonds in a process that absorbs or releases energy. Explain how different factors can affect the rate of a chemical reaction.

H.2P.2 Explain how physical and chemical changes demonstrate the law of conservation of mass.

H.2P.3 Describe the interactions of energy and matter including the law of conservation of energy.

H.2P.4 Apply the laws of motion and gravitation to describe the interaction of forces acting on an object and the resultant motion.

H.2L.1 Explain how energy and chemical elements pass through systems. Describe how chemical elements are combined and recombined in different ways as they cycle through the various levels of organization in biological systems.

H.2L.2 Explain how ecosystems change in response to disturbances and interactions. Analyze the relationships among biotic and abiotic factors in ecosystems.

H.2L.3 Describe how asexual and sexual reproduction affect genetic diversity.

H.2L.4 Explain how biological evolution is the consequence of the interactions of genetic variation, reproduction and inheritance, natural selection, and time.

H.2L.5 Explain how multiple lines of scientific evidence support biological evolution.

H.2E.1 Identify and predict the effect of energy sources, physical forces, and transfer processes that occur in the Earth system. Describe how matter and energy are cycled between system components over time.

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H.2E.2 Explain how Earth's atmosphere, geosphere, and hydrosphere change over time and at varying rates. Explain techniques used to elucidate the history of events on Earth.

H.2E.3 Describe how the universe, galaxies, stars, and planets evolve over time.

H.2E.4 Evaluate the impact of human activities on environmental quality and the sustainability of Earth systems. Describe how environmental factors influence resource management.

H.3 Scientific Inquiry: Scientific inquiry is the investigation of the natural world by a systematic process that includes proposing a testable question or hypothesis and developing procedures for questioning, collecting, analyzing, and interpreting multiple forms of accurate and relevant data to produce justifiable evidence-based explanations and new explorations.

H.3S.1 Based on observations and science principles, formulate a question or hypothesis that can be investigated through the collection and analysis of relevant information.

H.3S.2 Design and conduct a controlled experiment, field study, or other investigation to make systematic observations about the natural world, including the collection of sufficient and appropriate data.

H.3S.3 Analyze data and identify uncertainties. Draw a valid conclusion, explain how it is supported by the evidence, and communicate the findings of a scientific investigation.

H.3S.4 Identify examples from the history of science that illustrate modification of scientific knowledge in light of challenges to prevailing explanations.

H.3S.5 Explain how technological problems and advances create a demand for new scientific knowledge and how new knowledge enables the creation of new technologies.

H.4 Engineering Design: Engineering design is a process of formulating problem statements, identifying criteria and constraints, proposing and testing possible solutions, incorporating modifications based on test data, and communicating the recommendations.

H.4D.1 Define a problem and specify criteria for a solution within specific constraints or limits based on science principles. Generate several possible solutions to a problem and use the concept of trade-offs to compare them in terms of criteria and constraints.

H.4D.2 Create and test or otherwise analyze at least one of the more promising solutions. Collect and process relevant data. Incorporate modifications based on data from testing or other analysis.

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H.4D.3 Analyze data, identify uncertainties, and display data so that the implications for the solution being tested are clear.

H.4D.4 Recommend a proposed solution, identify its strengths and weaknesses, and describe how it is better than alternative designs. Identify further engineering that might be done to refine the recommendations.

H.4D.5 Describe how new technologies enable new lines of scientific inquiry and are largely responsible for changes in how people live and work.

H.4D.6 Evaluate ways that ethics, public opinion, and government policy influence the work of engineers and scientists, and how the results of their work impact human society and the environment.

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Health Education (2012)

High School

High School health skills and concepts include analyzing the influences and pressures teenagers face regarding issues of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances, demonstrating refusal skills and setting personal goals to avoid drinking and driving or being a passenger when the driver has been drinking. Students identify school and community resources that support people with addictive behaviors and learn how to communicate to a friend or relative they think is an addict and should get support or help. They analyze influences that encourage young people to expose themselves to the sun and encourage the use of tanning beds, and communicate to others the importance of preventing exposure to UV rays and other harmful substances. Students learn how to critique the adequacy of their own diet and set a goal based on a dietary analysis. They can effectively communicate the decisions and behaviors of family, peers and others that promote healthy sexual behaviors and use the decision making process to make healthy sexual choices. Students advocate to others the importance of screenings and medical examinations to maintain reproductive health. Students also work on advocating for the promotion of respect and empathy for individual differences.

Alcohol, Tobacco and Other Drug prevention

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

HE.12.AT01.CC Describe health benefits of abstaining from or discontinuing tobacco and/or drug use. (Req)

HE.12.AT01.GS Set goals to abstain from alcohol, tobacco and other drug use. (Req)

HE.12.AT01.ADV Advocate for the benefits of abstaining from or discontinuing tobacco and/or drug use. (Req)

HE.12.AT02.CC Explain short-and long-term effects of alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances. (Req)

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- HE.12.AT02.IC Demonstrate refusal skills related to alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances. (Req)
- HE.12.AT03.CC Describe the potential addictive qualities of alcohol, tobacco and other drugs. (Req)
- HE.12.AT03.AI Access the appropriate resources for addiction services. (Req)
- HE.12.AT04.CC Explain the impact of secondhand smoke. (Req)
- HE.12.AT04.SM Demonstrate ways to avoid second-hand smoke. (Req)
- HE.12.AT04.DM Use the decision making process to avoid secondhand smoke. (Req)
- HE.12.AT05.CC Interpret school policies and community laws related to alcohol, tobacco, steroids, performance enhancing and illegal drug use, possession, and sales. (Req)
- HE.12.AT05.IC Communicate to others the school policies and state laws around student's non- use of alcohol, tobacco, steroids, performance enhancing and other drug use. (Req)
- HE.12.AT05.ADV Advocate for a no-tolerance zone in school and community settings. (Req)
- HE.12.AT06.CC Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior. (Req)
- HE.12.AT06.INF Analyze the influences and pressures teenagers face regarding issues of alcohol, tobacco and other drug use. (Req)
- HE.12.AT06.IC Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving. (Req)
- HE.12.AT07.CC Explain the effects of alcohol, tobacco and other drug use during pregnancy. (Req)
- HE.12.AT07.ADV Advocate for abstaining from alcohol, tobacco and other drugs during pregnancy. (Req)
- HE.12.AT08.CC Explain the effects of alcohol, tobacco, steroids, performance enhancing, other drug use, and controlled substances on athletic performance. (Req)
- HE.12.AT08.INF Analyze peer and media influence regarding steroid use. (Req)
- HE.12.AT08.ADV Advocate for athletes to abstain from alcohol, tobacco and other drugs. (Req)
- HE.12.AT09.CC Identify the occupational dangers of drug use in the workplace. (Req)
- HE.12.AT09.AI Access information about drug testing and workplace safety rules. (Req)

Prevention and Control of Disease

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

HE.12.PC01.CC Describe strategies for preventing communicable diseases and early detection of non-communicable diseases. (Req)

HE.12.PC01.AI Identify school and community resources that support early detection. (Req)

HE.12.PC01.GS Set a goal to practice strategies for preventing communicable and non-communicable diseases. (Req)

HE.12.PC02.CC Identify screenings, including melanoma, breast and testicular self-examinations, and medical examinations, including pap smear, HPV, STD, HIV, and Hepatitis B and C testing necessary to maintain reproductive health. (Req)

HE.12.PC02.SM Demonstrate how to perform self-exams with anatomical models. (Req)

HE.12.PC02.ADV Advocate to others the importance of screenings and medical examinations to maintain reproductive health. (Req)

HE.12.PC03.CC Explain how public health policies and government regulations influence health promotion and disease prevention. (Req)

HE.12.PC03.INF Analyze public health policies and regulations influence health promotion and disease prevention. (Req)

Promotion of Environmental Health

Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society. [Related ORS: 339.883 Tobacco Free Schools (K-12); Related OARs: 581-021-0110 Tobacco Free Schools (K-12); 581-022-0413 Prevention Education in Drugs and Alcohol (K-12)]

HE.12.PE01.CC Identify ways to reduce exposure to the sun, including tanning beds. (Rec)

HE.12.PE01.INF Analyze influences that encourage young people to abstain from protecting oneself from the UV rays. (Rec)

HE.12.PE01.IC Communicate to others the importance of preventing exposure to UV rays. (Rec)

HE.12.PE02.CC Describe the impact of air and water pollution, including secondhand smoke. (Req)

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HE.12.PE02.IC Demonstrate the ability to communicate to others the health benefits of a pollution-free environment. (Req)

HE.12.PE02.ADV Advocate for reducing one's risk to air and water pollution. (Req)

HE.12.PE03.CC Describe how physical environments affect health and well-being. (Req)

HE.12.PE03.AI Access resources at school or in the community that can help create a healthy environment. (Req)

HE.12.PE04.CC Identify ways to reduce pollution and harmful effects to health by using active modes of transportation. (Req)

HE.12.PE04.GS Set a personal goal to use alternative methods of active transportation. (Req)

HE.12.PE04.ADV Advocate for active modes of transportation. (Req)

Promotion of Healthy Eating

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

HE.12.PH01.CC Describe dietary guidelines, food groups, nutrients and portion size for healthy eating habits. (Req)

HE.12.PH01.SM Evaluate the adequacy of own diet for key nutrients and identify foods that supply the identified nutrients. (Req)

HE.12.PH01.GS Set a personal goal based on a dietary analysis to enhance health. (Req)

HE.12.PH02.CC Explain the importance of variety and moderation in food selection and consumption. (Rec)

HE.12.PH02.AI Identify nutrients of concern and all food groups that young people typically under consume. (Rec)

HE.12.PH02.GS Set personal goals related to a variety and moderation in food selection and consumption. (Rec)

HE.12.PH02.ADV Advocate for healthy food choices within school and community, emphasizing under consumed food groups. (Rec)

HE.12.PH03.CC Describe the impact nutrition has on chronic disease. (Rec)

HE.12.PH03.IC Communicate to others the benefits of a healthy diet. (Rec)

HE.12.PH03.DM Make a decision to eat foods that optimize health and well-being. (Rec)

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HE.12.PH04.CC Explain how to keep food safe through proper food purchasing, preparation and storage practices. (Rec)

HE.12.PH04.SM Demonstrate safe food preparation and storage practices. (Rec)

HE.12.PH04.ADV Advocate at home and with peers for the use of proper food purchasing, preparation and storage to keep food safe. (Rec)

HE.12.PH05.CC Determine the benefits of healthy weight control and healthy weight control practices. (Rec)

HE.12.PH05.INF Analyze the impact various influences, including the environment, have on eating habits and attitudes toward weight management. (Rec)

Promotion of Mental, Social and Emotional Health

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

HE.12.PM01.CC Explain how to build and maintain healthy family and peer relationships. (Req)

HE.12.PM01.AI Identify resources at home, school, and in the community for managing family and healthy relationships. (Req)

HE.12.PM01.INF Analyze how personal, family, and cultural values influence healthy behaviors. (Req)

HE.12.PM02.CC Describe qualities that contribute to a healthy self-image. (Req)

HE.12.PM02.INF Identify influences, peer, family, community and media that contribute to a healthy self-image. (Req)

HE.12.PM02.ADV Advocate for healthy communication skills within relationships. (Req)

HE.12.PM03.CC Classify personal stressors at home, in school and community. (Req)

HE.12.PM03.SM Practice strategies for managing and reducing stress, anger, and conflict. (Req)

HE.12.PM03.GS Set a goal to reduce/cope with life stressors in a health enhancing way. (Req)

HE.12.PM04.CC Describe law for reporting child abuse. (Req)

HE.12.PM04.AI Identify resources at school and in the community for reporting child abuse. (Req)

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HE.12.PM05.CC Recognize diversity among relationships including age, disability national origin, race, color, marital status, sex, sexual orientation and gender identity. (Req)

HE.12.PM05.ADV Advocate respect for diversity. (Req)

HE.12.PM06.CC Describe how social environments affect health and well-being. (Rec)

HE.12.PM06.INF Identify the social environments that influence health and well-being. (Rec)

HE.12.PM07.CC Explain the causes, effects and symptoms of depression, including suicide and psychosis.
(Essential). (Req)

HE.12.PM07.AI Identify school and community resources that can help a person who is depressed or contemplating suicide. (Essential) (Req)

HE.12.PM08.CC Explain eating disorders and symptoms. (Rec)

HE.12.PM08.INF Identify how eating disorders are influenced by culture, family, media, technology, peers, body image and emotions. (Rec)

HE.12.PM09.CC Explain different signs and symptoms of addictive behaviors. (Rec)

HE.12.PM09.AI Identify school and community resources that support people with addictive behaviors. (Rec)

HE.12.PM09.IC Identify how to communicate to a friend or relative you think is an addict and should get support/help. (Rec)

Promotion of Physical Activity

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

HE.12.PP01.CC Explain physical academic, mental and social benefits of physical activity and the relationship of sedentary lifestyle to chronic disease. (Req)

HE.12.PP01.AI Access information for personalized FITT Plans (Frequency, Intensity, Type, Time).
(Req)

HE.12.PP01.GS Develop short/long term goals to promote life- long fitness. (Essential) (Req)

HE.12.PP02.CC Describe appropriate use of safety equipment and procedures for physical activity.
(Rec)

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HE.12.PP02.ADV Advocate to peers for the use of safety equipment during physical activity. (Rec)
HE.12.PP03.CC Describe the role of lifelong fitness in maintaining personal fitness, blood pressure, weight and percentage of body fat. (Rec)

HE.12.PP03.INF Describe how physical activity influences life-long wellness. (Rec)

HE.12.PP04.CC Identify the health risks and legal issues related to using steroids, performance-enhancing drugs and controlled substances. (Req)

HE.12.PP04.DM Use the decision making process to refuse and avoid the use of performance enhancing drugs. (Req)

Promotion of Sexual Health

Acquire knowledge and skills to understand the importance of safe behaviors in maintaining sexual health. [Related ORS: 336.455 Human Sexuality Education (K-12); 339.351-339.364 Harassment, Bullying, Cyber-bullying and Intimidation (K-12); 342.726 Curricula to include Steroids and Performance Enhancing Substances (K-12); Related OAR: 581-022- 0413 Prevention Education in Drugs and Alcohol (K-12); 581-022-1210 District Curriculum and Instruction (K-12); 581-022-1440 Human Sexuality Education (K-12); 581-022-1510 Comprehensive Guidance and Counseling (K-12)]

HE.12.PS01.CC Describe physical, social and emotional changes during the transition from adolescence to adulthood. (Req)

No skill listed for this concept

HE.12.PS02.CC Explain the menstrual cycle and its relationship to conception and pregnancy. (Req)

No skill listed for this concept

HE.12.PS03.CC Explain how conception occurs, the stages of pregnancy, and responsibility of parenting. (Req)

HE.12.PS03.AI Demonstrate the ability to access community resources that provide assistance around sexual health and pregnancy. (Req)

HE.12.PS03.GS Set a personal goal to avoid an unintended pregnancy. (Req)

HE.12.PS04.CC Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy. (Req)

HE.12.PS04.IC Effectively communicate the decisions and behaviors of family, peers and others that promote healthy sexual behaviors. (Req)

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HE.12.PS04.DM Use the decision making process to make healthy choices around sexual health. (Req)

HE.12.PS05.CC Describe contraceptive methods, disease reduction measures, their proper use, and their effectiveness including condoms. (Req)

HE.12.PS05.AI Compare the effectiveness of a variety of contraceptives, including abstinence and other safer sex practices. (Req)

HE.12.PS05.SM Demonstrate the steps to using a condom correctly. (Req)

HE.12.PS05.IC Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors, and to practice safer sex. (Req)

HE.12.PS05.GS Develop short and long-term goals that will maintain sexual health and avoid unintended pregnancy and STDs. (Req)

HE.12.PS06.CC Explain the laws related to reproductive and sexual health care. (Req)

No skill listed for this concept.

HE.12.PS07.CC Identify common symptoms of and treatments for STDs and HIV, including increased risk with multiple partners. (Req)

HE.12.PS07.AI Explain how to access local STD and HIV testing and treatment services. (Req)

HE.12.PS07.SM Analyze individual responsibility about testing for and informing partners about STDs and HIV status. (Req)

HE.12.PS07.IC Demonstrate skills to communicate about STD and HIV prevention and testing. (Req)

HE.12.PS07.ADV Advocate for using sexual protection if having sex. (Req)

HE.12.PS08.CC Differentiate between biological sex, sexual orientation, and gender identity and expression. (Req)

HE.12.PS08.SM Explain how to promote safety, respect, awareness and acceptance. (Req)

HE.12.PS08.INF Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation and identity. (Req)

HE.12.PS08.ADV Advocate for school policies and programs that promote dignity and respect for all.

HE.12.PS09.CC Describe the impact of alcohol and other drug use on sexual decision-making. (Req)

HE.12.PS09.INF Describe how alcohol and other drugs can affect decision-making and influence sexual risk taking. (Req)

HE.12.PS10.CC Describe a range of ways to express affection with healthy relationships. (Req)

HE.12.PS10.IC Demonstrate an understanding of “consent” through effective communication skills. (Req)

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HE.12.PS10.GS Set a personal goal to treat partners with respect and to be treated with respect. (Req)

HE.12.PS11.CC Describe characteristics of healthy and unhealthy romantic and/or sexual relationships. (Req)

HE.12.PS11.AI Demonstrate how to access valid information and resources about healthy and unhealthy relationships. (Req)

HE.12.PS11.INF Explain how media can influence one's beliefs about what constitutes a healthy relationship. (Req)

HE.12.PS11.IC Demonstrate effective strategies to avoid or end an unhealthy relationship. (Req)

HE.12.PS12.CC Define sexual consent and explain its implications for sexual decision-making. (Req)

HE.12.PS12.AI Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior. (Req)

HE.12.PS12.IC Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior. (Req)

Unintentional Injury Prevention

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

HE.12.UI01.CC Distinguish ways to prevent fires and reduce risk of injuries in case of fire. (Req)

HE.12.UI01.AI Access information on hazardous materials in your community and what emergency procedures would be followed during a hazardous materials spill that resulted in a fire or explosion. (Req)

HE.12.UI01.INF Analyze the history and development of the uniform fire code and how the code regulates how buildings are being engineered to protect property and save lives from fire. (Req)

HE.12.UI01.DM Use the decision making process to develop a plan on how to reduce risk in wild land urban interfaces areas around your home and in your community. (Req)

HE.12.UI02.CC Explain ways to reduce risk of injuries in and around water. (Req)

HE.12.UI02.IC Demonstrate refusal skills and delay tactics to maintain safety in and around water. (Req)

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- HE.12.UI02.ADV Advocate for safe alternatives to risky situations in and around water. (Req)
- HE.12.UI03.CC Explain safe behavior while traveling to and from school and in the community. (Req)
- HE.12.UI03.DM Use the decision making process to carry out safety practices in and around motorized vehicles. (Req)
- HE.12.UI03.ADV Advocate to adults and peers for more safe driving experience and practice in a motor vehicle. (Req)
- HE.12.UI04.CC Explain safe behaviors to reduce injury during sports/recreational participation. (Req)
- HE.12.UI04.INF Examine the role of extreme risk taking actions in the media and its possible effects on behavior. (Req)
- HE.12.UI04.GS Set a goal to wear appropriate safety equipment properly during sports and physical activity, even when peers may not. (Req)
- HE.12.UI05.CC Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding. (Req)
- HE.12.UI05.SM Demonstrate procedures to get help in emergency situations and to stabilize injury situations until help arrives. (Req)
- HE.12.UI06.CC Identify ways to prevent situations that might harm vision and hearing. (Req)
- HE.12.UI06.ADV Advocate for hearing and vision safety and protection. (Req)
- HE.12.UI07.CC Describe rules and laws intended to prevent injuries. (Req)
- HE.12.UI07.SM Demonstrate personal responsibility to follow safety-related laws. (Req)
- HE.12.UI08.CC Describe methods for avoiding, responding to and recovering from climate-related physical conditions. (Req)
- HE.12.UI08.ADV Advocate for protection from climate-related physical conditions. (Req)
- HE.12.UI09.CC Examine the impact of alcohol, tobacco and other drug use on unintentional injury. (Req)
- HE.12.UI09.GS Set a personal goal to avoid driving when under the influence of alcohol or other drugs or riding in a vehicle when the driver is under the influence of alcohol or other drugs. (Req)
- HE.12.UI10.CC Identify ways to reduce risk of work-related injuries including the examination of OSHA laws. (Req)
- HE.12.UI10.AI Become familiar with OSHA laws. (Req)
- HE.12.UI10.SM Demonstrate ways to reduce risk of work-related injuries. (Req)

Violence and Suicide Prevention

Req denotes skills adopted by the Board and are required. **Rec** denotes recommended skills and are optional.

CC = Core Concepts

AI = Accessing Information

SM = Self Management

INF = Analyzing Influences

IC = Interpersonal Communication

GS = Goal Setting

DM = Decision Making

ADV = Advocacy

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

HE.12.VS01.CC Explain pro-social behaviors and explain how they may prevent violence. (Req)

HE.12.VS01.SM Demonstrate the ability to take the perspective of others in a conflict situation. (Req)

HE.12.VS01.IC Demonstrate pro-social communication skills. (Req)

HE.12.VS02.CC Examine how violence, aggression, bullying, cyber-bullying and harassment affect health and safety. (Req)

HE.12.VS02.ADV Design an advocacy campaign for preventing violence, aggression, bullying, cyber-bullying and harassment. (Req)

HE.12.VS03.CC Explain the role problem solving; anger management and impulse control have on preventing violence. (Req)

HE.12.VS03.IC Demonstrate the steps healthy communication in problem solving, anger management and impulse control. (Req)

HE.12.VS04.CC Interpret school policy related to bullying, cyber-bullying, harassment, and intimidation. (Req)

HE.12.VS04.ADV Advocate for a safe and civil environment to foster student learning and achievement. (Req)

HE.12.VS05.CC Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations. (Req)

HE.12.VS05.AI Identify the reporting process within the school setting and describe where and when to report dangerous situations. (Req)

HE.12.VS05.IC Practice effective communication skills for reporting dangerous situations. (Req)

HE.12.VS05.DM Use a decision making model to achieve a healthy outcome when confronted with a dangerous situation. (Req)

HE.12.VS06.CC Explain the relationship between alcohol and other drug use on violence, including suicide and sexual assault. (Req)

HE.12.VS06.SM Describe how alcohol and other drug use can affect decision-making and influence violence. (Req)

HE.12.VS07.CC Identify the warning signs of suicide and describe what to do if someone seems depressed or is considering suicide. (Req)

Req denotes skills adopted by the Board and are required. **Rec** denotes recommended skills and are optional.

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ADV = Advocacy

HE.12.VS07.AI Describe how to access resources when you or someone else is depressed or considering suicide. (Req)

HE.12.VS07.IC Practice how to report and get help when depressed or considering suicide. (Req)

HE.12.VS08.CC Describe the consequences of prejudice and discrimination based on gender non-conformity, racism, sexism, and hate crimes. (Req)

HE.12.VS08.ADV Advocate for the promotion of respect and empathy for individual differences. (Req)

HE.12.VS09.CC Describe federal, state and local laws intended to prevent violence. (Req)

HE.12.VS09.AI Identify public and private violence prevention resources. (Req)

HE.12.VS09.DM Use the decision making process to comply with federal, state and local laws intended to prevent violence. (Req)

HE.12.VS10.CC Identify that media and technology may contain violent messages and images. (Req)

HE.12.VS10.IC Differentiate between pro-social and anti-social words and actions in the media. (Req)

Arts

High School

High school students create works of art for a variety of purposes, explain their creative process, control the essential elements and organizational principles, and describe how well their expression reflects their intentions. They critique the artistic merit of their own work, and of other works, and explain their preferences based on an analysis of how well the elements and principles of a work contribute to its artistic merit. Students explain the influences on an artist's body of work and describe common and unique characteristics of works of art from different cultures. Students apply the knowledge of how works of art reflect their contexts to their own work, explain the connections between the arts and society, and explain the influence of the arts on individual and cultural behavior and traditions.

Create, Present, And Perform

Create, present and perform works of art.

AR.HS.CP.01 Select and combine essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art for a variety of purposes.

Apply the use of ideas, techniques and problem solving to the creative process and analyze the influence that choices have on the result.

AR.HS.CP.02 Explain the choices made in the creative process when combining ideas, techniques, and problem solving to produce one's work, and identify the impact that different choices might have made.

Express ideas, moods and feelings through the arts and evaluate how well a work of art expresses one's intent.

AR.HS.CP.03 Create, present and/or perform a work of art by controlling essential elements and organizational principles and describe how well the work expresses an intended idea, mood or feeling.

Evaluate one's own work, orally and in writing.

AR.HS.CP.04 Critique the artistic merit of one's own work using aesthetic criteria, orally and in writing.

Aesthetics And Criticism

Apply critical analysis to works of art.

AR.HS.AC.01 Use knowledge of essential elements, organizational principles and aesthetic criteria to explain the artistic merit and aesthetic effect of a work of art.

Respond to works of art and give reasons for preferences.

AR.HS.AC.02 Explain personal preferences for works of art based on an analysis of how the essential elements and organizational principles contribute to the work's artistic merit.

Understand the interrelationships among art forms.

AR.HS.AC.03 Explain the roles of essential elements and organizational principles from various arts disciplines in an integrated work of art and identify how they contribute to the aesthetic effect, overall idea and impact of the work.

Historical And Cultural Perspectives

Understand how events and conditions influence the arts.

AR.HS.HC.01 Explain the influence of events and conditions on an artist's work.

Distinguish works of art from different societies, time periods and cultures.

AR.HS.HC.02 Describe and distinguish works of art from different societies, time periods, and cultures, emphasizing their common and unique characteristics.

Understand how the arts can reflect the environment and personal experiences within a society or culture, and apply to one's own work.

AR.HS.HC.03 Explain how works of art reflect the artist's personal experience, environment, society and culture and apply this knowledge to one's own work.

Understand the place of the arts within, and their influences on, society.

AR.HS.HC.04 Explain the connections among the arts, career opportunities, and quality of life in the context of personal, practical, community and cultural needs.

AR.HS.HC.05 Explain the influence of the arts on human behavior, community life and cultural traditions.

Social Sciences (2011)

High School

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues. Focus (to include but not limited to): US History – Reconstruction to Present; World History – 20th and 21st Century

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

HS.1. Evaluate continuity and change over the course of world and United States history.

HS.2. Analyze the complexity and investigate causes and effects of significant events in world, U.S., and Oregon history.

HS.3. Explain the historical development and impact of major world religions and philosophies.

HS.4. Investigate the historical development and impact of major scientific and technological innovations; political thought, theory and actions; and art and literature on culture and thought.

HS.5. Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity in world, U.S., and Oregon history.

HS.6. Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.

HS.7. Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian tribes and bands in Oregon and the United States.

HS.8. Explain how the American labor movement influenced events and thinking in the United States and Oregon over time.

HS.9. Identify historical and current events, issues, and problems when national interests and global interest have been in conflict, and analyze the values and arguments on both sides of the conflict.

Historical Thinking

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

HS.10. Evaluate an historical source for point of view and historical context.

HS.11. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.

HS.12. Construct and defend a written historical argument using relevant primary and secondary sources as evidence.

HS.13. Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts.

Geography

Understand and use geographic skills and concepts to interpret contemporary and historical issues.

HS.14. Create and use maps, technology, imagery and other geographical representations to extrapolate and interpret geographic data.

HS.15. Analyze and illustrate geographic issues by synthesizing data derived from geographic representations.

HS.16. Analyze the interconnectedness of physical and human regional systems (e.g., a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities.

HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.

HS.18. Analyze the impact of human migration on physical and human systems (e.g., urbanization, immigration, urban to rural).

HS.19. Evaluate how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.

HS.20. Analyze the impact on physical and human systems of resource development, use, and management and evaluate the issues of sustainability.

HS.21. Relate trends in world population to current events and analyze their interrelationship.

HS.22. Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types).

HS.23. Analyze distribution and characteristics of human settlement patterns.

Civics and Government

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

HS.24. Analyze and critique the impact of constitutional amendments.

HS.25. Describe elements of early governments (i.e., Greek, Roman, English, and others) that are visible in United States government structure.

HS.26. Define and compare/contrast United States republican government to direct democracy, socialism, communism, theocracy, oligarchy.

HS.27. Examine functions and process of United States government.

HS.28. Evaluate how governments interact at the local, state, tribal, national, and global levels.

HS.29. Examine the structures and functions of Oregon's state, county, local and regional governments.

HS.30. Analyze the roles and activities of political parties, interest groups and mass media and how they affect the beliefs and behaviors of local, state, and national constituencies.

HS.31. Describe United States foreign policy and evaluate its impact on the United States and other countries.

HS.32. Examine and evaluate documents and decisions related to the Constitution and Supreme Court decisions (e.g., Federalist Papers, Constitution, Marbury v. Madison, Bill of Rights, Constitutional amendments, Declaration of Independence).

HS.33. Explain the role of government in various current events.

HS.34. Explain the responsibilities of citizens (e.g., vote, pay taxes).

HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.

Financial Literacy

Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

HS.36. Identify sources of credit and the advantages and disadvantages of using them and explain the significance of developing a positive credit rating and describe the advantages it can provide, the inherent cost of maintaining a credit card balance, and the risk of accumulating too much debt, identifying "good debt" versus "bad debt."

HS.37. Explain and analyze the kinds and costs of insurance.

HS.38. Explain how consumers can protect themselves from fraud, identity theft, bankruptcy, and foreclosure.

HS.39. Compare and contrast tools for payment (e.g., cash, credit, check, debit card, phone, mobile) and explain the advantages and disadvantages of each.

HS.40. Identify and explain different opportunities for investment and draw economic conclusions from market data.

HS.41. Demonstrate the ability to prepare and file simple state and federal tax forms.

HS.42. Compare and contrast different options for long term investment (e.g., stocks, bond, CDs, mutual funds IRA, 401k, pension plans, Social Security).

HS.43. Compare and contrast of various types of loans available and how to obtain them, including student loans.

HS.44. Describe advantages and disadvantages of on-line banking options.

HS.45. Explain how to prepare a budget that allows for “living within one’s means.”

Economics

Understand economic concepts and principles and how available resources are allocated in a market and other economies.

HS.46. Distinguish between fiscal and monetary policies, and describe the role and function of the Federal Reserve.

HS.47. Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, IMF, WTO, World Bank, and technology.

HS.48. Explain economic challenges to growth in developing countries.

HS.49. Compare and contrast methods of business organization.

HS.50. Explain how economic indicators (including, but not limited to GDP, unemployment, Consumer Price Index [CPI], inflation) describe the condition of the economy.

HS.51. Explain how supply and demand represent economic activity and describe the factors that cause them to shift. Define economic terms (e.g., elasticity, substitution, regulation, legislation) and identify examples of them in the current economy.

HS.52. Explain how the American labor system impacts competition and trade in domestic and world markets.

HS.53. Describe characteristics of command, market, traditional, and mixed economies and how they affect jobs and standards of living.

HS.54. Explain the function of the stock market.

HS.55. Explain business cycles and how they affect producers and consumers.

HS.56. Describe the “circular flow” of economic activity and the role of producers, consumers, and government.

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.

HS.58. Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.

HS.59. Demonstrate the skills and dispositions needed to be a critical consumer of information.

HS.60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.

HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.

HS.62. Propose, compare, and judge multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.

HS.63. Engage in informed and respectful deliberation and discussion of issues, events, and ideas.

Physical Education

High School

High school students possess motor skills and movement patterns allowing them to perform a variety of physical activities and to achieve a degree of success making activities enjoyable. In addition, they show the ability to perform basic and advanced skills and tactics to participate in at least one activity from each of three major categories. Students demonstrate responsibility for their own health-related fitness status and are largely independent in assessing their personal fitness status, and they can interpret information from fitness tests and use this information to plan and design their own program to achieve and maintain personal fitness goals. Students demonstrate leadership by holding themselves and others responsible for safe practices, rules, procedures, and etiquette in all physical activity.

Expressive and Efficient Moving

Demonstrate knowledge of a variety of motor skills.

PE.HS.EE.01 Demonstrate competency (basic skills) in complex versions of three or more of the following categories of movement forms and more advanced skills in one or more movement forms. (One activity counts in one category)

Individual activities

Dual activities

Aerobic/cardio-respiratory lifetime activities

Outdoor pursuits

Dance, self-defense, yoga, martial arts

Team sports

Strength training & conditioning

Aquatics

Understand and participate in a variety of physical and recreational activities available in the school and community.

No standards currently exist for this CCG

Understand and apply movement concepts.

PE.HS.EE.02 Utilize the following components to critique an activity: skills and strategies, use of feedback, positive and negative aspects of personal performance, appropriate practice and conditioning procedures.

Understand and apply physical education vocabulary as it relates to movement concepts.

No standards currently exist for this CCG

Understand rules and strategies for a variety of physical activities.

PE.HS.EE.03 Communicate to others basic strategies specific to one team activity and one dual or individual activity.

PE.HS.EE.04 Demonstrate rules and strategies in complex versions of at least two different categories of the following movement forms:

Individual activities

Dual activities

Aerobic/cardio-respiratory lifetime activities

Outdoor pursuits

Dance, self-defense, yoga, martial arts

Team sports

Strength training & conditioning

Aquatics

Fitness for Lifetime

Demonstrate knowledge of a physically active lifestyle.

PE.HS.FL.01 Participate in physical activities and evaluate personal factors that impact participation.

PE.HS.FL.02 Through physical activity, understand ways in which personal characteristics, performance styles, and activity preferences will change over the life span.

Understand the meaning of physical fitness and how personal fitness can be improved and maintained using a health-related fitness assessment as one tool for measuring.

PE.HS.FL.03 Assess and analyze personal health-related fitness status.

PE.HS.FL.04 Independently design a written personal fitness and activity program which incorporates related physical fitness components and principles (overload, progression, specificity, and individuality).

Self- Management and Social Behavior

Understand appropriate and positive behavior management (social skills) and respect for all individual differences, including gender, ethnicity, and physical ability during physical activity.

PE.HS.SM.01 Analyze and apply rules, procedures, and etiquette that are safe and effective for specific activities/situations.

PE.HS.SM.02 Apply conflict resolution strategies in appropriate ways and analyze potential consequences when confronted with unsportsman-like behavior.

Understand and apply safety in movement activities.

No standards currently exist for this CCG

Understand that history and culture influence games, sports, play, and dance.

No standards currently exist for this CCG