K-12 Health Education Standards

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I. Introduction

A Vision of Health Education

Health Education envisions that all students have the health knowledge and skills they need to meet their goals, flourish and thrive, and contribute to their communities.

Health education supports young people to gain age-appropriate knowledge and skills that foster healthy behaviors, empowered decision-making, and a holistic understanding of their role in promoting individual, family, and community safety and well-being. Research shows that when health education is comprehensive, inclusive, skills-based, and scaffolded across grades it leads to improved school climate and decreased violence, individual academic achievement, and long lasting intergenerational benefits. Health education saves lives.

ODE Equity Stance

Health Education works to center students' cultures, interests, values, and identities as they learn how to live healthy, safe, and flourishing lives as young people and adults, in relationships with one another, in

communities, and in the world. To do so, the Health Education Standards reflect the Oregon Department of Education's commitment, set forth in its Education Equity Stance:

> *… the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the dismantling and restructuring of systems and institutions that create a dichotomy of beneficiaries over oppressed & marginalized peoples*. (Oregon Department of Education's Equity Stance)

The Oregon Department of Education recognizes that student health and safety are the cornerstone of education and that all students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin, and without fear or hatred, racism or violence.

Oregon Statute and Rules

Oregon's Health Education Standards are built on Oregon Statute and Administrative Rules, passed by the Oregon Legislature and the Oregon State Board of Education (see Appendix B).

The Health Education Standards also reflect Oregon's laws (ORS 659.850) that define protected class as a "group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, national origin, marital status, familial status, source of income or disability." HB 3041 (2021) adds gender identity as a separate protected class.

Health Education Foundations

The 2023 Oregon Health Education Standards have specific grade level requirements that outline what students should know and be able to do by the end of specified grades. According to OAR 581-022-2030, each school district shall provide a planned K–12 instructional program, including the academic content standards adopted by the State Board of Education. These standards serve as a valuable tool for schools in selecting, designing, or revising curriculum and instruction.

Oregon Standards reflect the National Health Education Standards and the National Sexuality Education Standards, which focus on knowledge and skill development for health literacy. Like the National Education Standards, student knowledge and skill development are interwoven throughout K-12. Oregon's grade-level standards point to and imbed the overarching 8 knowledge and skill standards set forth by the National Health Education Standards. Knowledge 1 focuses on knowledge attainment and skills 2-8 focus on the practices necessary for students to maintain and promote individual, family, and community health.

> **Knowledge & Skills**
> *Based on the National Standards for Health Education*
>
> **Knowledge 1:** Students comprehend functional health knowledge to enhance health.
> **Skill 2:** Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.

Skill 3: Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.
Skill 4: Students demonstrate effective interpersonal communication skills to enhance health.
Skill 5: Students demonstrate effective decision-making skills to enhance health.
Skill 6: Students demonstrate effective goal-setting skills to enhance health.
Skill 7: Students demonstrate observable health and safety practices.
Skill 8: Students advocate for behaviors that support personal, family, peer, school, and community health.

II. Cross-cutting Concepts

This section describes the connections between Health Education and other ODE statewide initiatives and efforts. The Health standards integrate Oregon's Transformative Social Emotional Learning (TSEL) Standards, align with the Oregon Student Success Plans and the Tribal History/Shared History law, and co-leverage other content area standards. These linkages support a comprehensive educational approach, where Health Education can be woven into broader frameworks, facilitating holistic student development. This integration equips students to not only acquire health-related knowledge in one class or at one time, but also to apply and deepen learning throughout a well-rounded educational experience.

Transformative Social Emotional Learning (TSEL) Standards

The Health Education Standards integrate Oregon's Transformational Social Emotional Learning (TSEL) Standards. Incorporating the Transformative SEL standards ensures a comprehensive educational framework that provides schools with a cohesive roadmap to nurture students' holistic development, equipping them with essential life skills in and beyond the classroom. At each grade level, Transformative SEL Practices are mapped to connect Transformative SEL Standards with health topics. Each Transformative SEL Practice is labeled in this document, and has its own corresponding growth indicators that provide guidance on what learning opportunities can look like in practice.

Student Success Plans

During the 2019 legislative session, Oregon's leaders passed the Student Success Act (SSA) to improve access and opportunities for students who have been historically underserved in the education system. This law resulted in the creation of new programs or expansion of existing programs at the Oregon Department of Education aimed at improving educational opportunities for Oregon students, especially historically underserved student groups. Many of these programs are guided by the African American/Black Student Success Plan, American Indian/Alaska Native Student Success Plan, Latino/a/x & Indigenous Student Success Plan, Native Hawaiian/Pacific Islander Student Success Plan, and the LGBTQ2SIA+ Student Success Plan.

The Health Education Standards connect and uplift these plans by setting forth learning standards that empower young people to use their individual and cultural strengths, values, and goals to define what health means to them and access the information and tools that help them to live safe and healthy lives of their choosing.

Tribal History/Shared History lessons

In 2017, the Oregon Legislature enacted Senate Bill (SB) 13, now known as Tribal History/Shared History. The Health Education Standards reflect the law's intention to promote learning about the distinct tribal nations in Oregon. Grade-level standards align with Tribal History/Shared History lessons.

The Health Education Standards incorporate learning opportunities, in multiple topics and throughout the grades, about the tribal nations in Oregon, reinforcing the value of learning shared history within health-related contexts.

Integration with other content areas

There are a number of meaningful individual and community issues that are covered in health education classes. These same issues or topics can be, or are currently explored in other content areas as well. Teachers are encouraged to collaborate and help each other reinforce concepts that cross content areas.

III. Guiding Principles and Practices in Health Education

This section provides essential principles and key teaching practices for delivering effective health education. These guiding principles and core instructional ideas describe overarching language and approaches that foster inclusivity and empower students with a lifetime sense of self-efficacy to help them make informed decisions, access resources, and consent to issues that relate to their health, safety, and bodily autonomy.

Guiding Principles

Health education

- adopts a strengths-based approach, centering on both individual and systemic protective factors that enrich and advance health and well-being, while refraining from value judgments.
- provides students with knowledge and skills that are culturally responsive and inclusive.
- strives to incorporate local connections and local knowledge, including resources and data.
- is trauma informed and creates the conditions for students to feel safe, known, and cared for.
- is grounded in medical and scientific accuracy and supported by peer-reviewed research and leading medical and public health professional organizations.
- focuses on skills-based instruction to empower students to make informed and critical decisions that impact their health throughout their lives.
- uses qualitative and quantitative local, state and national data to inform instruction.
- inspires critical analysis of a variety of cultural, community, and individual factors that influence health behavior.
- avoids fear- or shame-based instruction that rely on scare tactics, stereotypes, and/or disparaging messages about student, family, and community identities and health decisions.

Topics and Core Instructional Practices

Oregon's Health Education Standards are organized into topic areas that allow students to gain knowledge and skills in core health topics, aligning with Oregon Statutes and Administrative Rules and CDC Health Education priorities, and are informed by the Oregon's Student Health Survey and the ODE

Student Educational Equity Development (SEED) Survey. Topic areas help serve districts and educators develop units of learning experiences. These topics are subdivided into subtopics that are vertically aligned throughout the K-12 grade level standards to ensure a progression of learning. This helps build and advance student knowledge from the fundamentals to more in-depth knowledge and skill proficiency to be used throughout their lifetime. For a complete list of subtopics, please see Appendix A.

Topic Areas

- Wellness and Health Promotion (WHP)
- Safety and First Aid (SFA)
- Substance Use Prevention (SUB)
- Food, Nutrition, and Physical Activity (FNP)
- Social, Emotional, and Mental Health (SEM)
- Healthy Relationships and Violence/Abuse Prevention (HRVP)
- Growth and Development (GD)
- Sexual and Reproductive Health (SRH)

The following sections provide guidance for teachers to infuse the Guiding Principles into each topic area. The instructional practices below provide clarity for teachers on how to effectively communicate important concepts in ways that are empowering, inclusive, strengths-based, and culturally responsive.

Wellness and Health Promotion:

- Reinforces that health is more than the absence of disease and that health status changes throughout our lives.
- Recognizes that health is multidimensional and includes physical, emotional, social, mental, and environmental well-being.
- Defines wellness and well-being as terms used interchangeably with health.
- Defines and uses the concept of social determinants of health in discussions around community health, including instruction around access to health services, health outcomes, and health behavior.

Safety and First Aid:

- Assists students in identifying trusted adults to talk to when feeling unsafe, scared, or uncomfortable.
- Provides real-life connections to school safety and emergency plans, rules, and policies.
- Recognizes that safety includes in person situations as well as online safety.
- Defines and promotes the importance of inclusive and accessible spaces so people with disabilities and without disabilities can safely access public services, including school.

Substance Use Prevention:

- Provides information and resources on the adverse effects that substances can have on young people without using fear- or shame-based approaches.
- Offers skill-building opportunities to analyze cultural influences, communicate effectively, and make decisions in navigating internal and external factors related to substance use.
- Provides clarity that substances refer to all types of legal and illicit drugs including alcohol, tobacco, marijuana/cannabis, prescription, and over-the-counter medications.

- Provides students with real-life connections to people and other local resources in the school and in the community to get assistance for themselves or others.

Food, Nutrition, and Physical Activity:

- Promotes well-rounded understanding of food and nutrition that encourages students to have a healthy relationship with food, stressing the importance of eating enough food, eating food on a regular basis, and acknowledging the pleasure that eating food can bring.
- Uses terminology that honors cultural traditions and practices, and does not label "good food" or "bad food".
- Physical activity focuses on the positive aspects of movement and the important role that physical activity has on our overall health and well-being.

Social, Emotional, and Mental Health:

- Provides instruction that empowers students to understand what supports their mental health and that of their peers.
- Creates learning environments and conditions that affirm people of all genders, race and ethnicities, cultures, and abilities.
- Refers to emotions and feelings as part of the developmental and learning process.
- Emphasizes that mental health is an important part of overall health.
- Explains the importance of talking with trusted adults about feelings and where to access resources in the school and community.

Healthy Relationships and Violence/Abuse Prevention:

- Promotes positive social norms that encourage healthy and safe interactions, relationships, and sexuality and help young people thrive to prevent violence and abuse before they even occur. This focuses beyond risk reduction strategies that can often be victim-blaming.
- Defines and communicates safe boundaries, inappropriate touch, and consent, rather than "good and bad touch" which is often not clear enough for a child.
- Recognizes that sometimes adults may need to make health or safety decisions for children, and that children can still ask questions and discuss what and why these decisions are being made.
- Uses language, messages, and instructional approaches that do not focus on fear- or shame-based messaging. Research around child abuse patterns and prevention education show that concepts such as "stranger danger" are ineffective in promoting personal safety.
- Gives young people skills to identify and respond to unsafe situations, accurately name body parts, understand how different relationships have safety rules and boundaries, and how to get help when needed.
- Affirms that people of all genders, race and ethnicities, cultures, and abilities deserve mutual respect and kindness. Research shows that these approaches prevent sexual violence perpetration.

Growth and Development:

- Refers to internal and external sexual and reproductive body parts with medical accuracy, in order to normalize and promote effective communication with trusted adults when questions or concerns arise.
- Provides instruction that treats all aspects of puberty with dignity.

- Uses language that is affirming of gender expansiveness when discussing gender, sex, reproductive anatomy, and puberty.

Sexual and Reproductive Health:

- Refers to sexuality as a normal part of human development and does not use shame- or fear-based language or messaging.
- Defines sexuality concepts as thoughts, feelings, and behaviors related to: being attracted to someone, emotional closeness, relationships, bodily safety, human reproduction, sexual and reproductive body parts, and more. This foundation allows for instructional scaffolding on topics related to sexuality, including sexual abuse, STIs, and sexual orientation.
- Discusses abstinence alongside sexual and reproductive choice in honest, age-appropriate ways that provides space for each student to consider their own personal, familial, and cultural values, health history, and goals, while maintaining privacy.
- Provides medically accurate information on pregnancy options and access to necessary healthcare that is not shaming, stigmatizing, inaccurate, or purposefully incomplete.
- Includes LGBTQ2SIA+ inclusive discussions, information, and resources that address healthy relationships, the many ways to form family, and how to make informed choices around sexual activity.
- Discusses the choice to parent in ways that are not stigmatizing to young parents.
- Is supplemented by information about youth-friendly comprehensive community resources that are available in local communities. This could be local community health centers, local public health centers, school based health centers, and hospitals that provide comprehensive information and services.

IV. How to Read the Standards

Incorporating Grade Level Skill Focus

Skill development is a key focus area in Health Education. Research shows that when students are taught using a skills-based approach, they are more likely to make informed health-related decisions throughout their lives. Skill development takes time for skill instruction, skill practice, and then skill performance. Each of these are critical parts of the skill development process for students to successfully transfer learning outside of the classroom environment to practical application in their lives.

The grade level standards embed the practice of health skills throughout each grade and in every topic area. Each grade level also names specific skills (two in early grades and more in later grades) for teachers to focus on in-depth. For example, in Kindergarten teachers will focus on communication skills and analyzing influences throughout the topics and across the year. Teachers can also reinforce skills in other parts of the school day (e.g., morning circle).

The Standards are organized by grade level, topic area, and skill focus. The Grade Level Skill Focus are listed in boxes at the top of each grade.

Grade Level Skill Focus	➔ **Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.** *(Skill 2)* ➔ **Students demonstrate observable health and safety practices.** *(Skill 7)*

Below the grade level skill focus box are the grade level standards organized by topic area. Topic areas provide for groupings that can help educators define units and instructional activities. Each grade level standard is listed and numbered with a reference code beneath each topic heading.

Wellness and Health Promotion (WHP)

K.WHP.1	Define what a value is and name values that different people and families care about.
K.WHP.2	Identify illnesses that are easily transmitted and illnesses that are not.
K.WHP.3	Understand steps to protect eyes, teeth, skin, and ears.

Reading the Standard Numbering Code

Each grade level standard is numbered for reference as: *Grade level.Topic Abbreviation.Standard Number*

Key:

K.WHP.1 = Grade level (Kindergarten)
K.**WHP**.1 = Topic area abbreviation (abbreviation for Wellness and Health Promotion)
K.WHP**.1** = Grade level standard number (first grade level standard for this topic and grade)

V. Oregon Health Education Grade Level Standards

Kindergarten

Grade Level Skill Focus	➔ **Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.** *(Skill 2)* ➔ **Students demonstrate effective interpersonal communication skills to enhance health.** *(Skill 4)*

Wellness and Health Promotion (WHP)

K.WHP.1	Define what a value is and name values that different people and families care about.
K.WHP.2	Identify illnesses that are easily transmitted and illnesses that are not.
K.WHP.3	Understand steps to protect eyes, teeth, skin, and ears.
K.WHP.4	Identify three wellness practices that help one feel good and have energy.
K.WHP.5	Identify different types of healthcare workers who help people feel better.
K.WHP.6	Describe how family and friends influence health practices and behaviors.
K.WHP.7	Understand the importance of access to clean air, clean water, food, and shelter.

Safety and First Aid (SFA)

K.SFA.1	Identify how to stay safe and prevent injury when riding in a vehicle, crossing streets, riding a bicycle, in the water, and playing.
K.SFA.2	Understand how to identify trusted adults that can help keep people safe at home, at school, and in the community.
K.SFA.3	Practice how to ask trusted adults for help when feeling uncomfortable, scared, confused, or unsafe.
K.SFA.4	Explain safety rules for home, school, and the community, including firearm safety rules.
K.SFA.5	Identify when it is ok to share and not ok to share personal information, such as individual names, parent's or caregiver's names, phone numbers, and addresses.

Substance Use Prevention (SUB)

K.SUB.1	Discuss how to use medicines correctly.
K.SUB.2	Understand that some medicines and substances can be poisonous.
K.SUB.3	Identify family and school rules about medicine use.

Food, Nutrition, and Physical Activity (FNP)

K.FNP.1	Understand that food comes from plants and animals and provides energy to help people grow, develop, and learn.
K.FNP.2	Understand the importance of eating a variety of foods and trying new foods and activities.
K.FNP.3	Describe the benefits of drinking water, especially when physically active.
K.FNP.4	Analyze how people eat and prepare foods differently based on culture, personal preference, and availability.

K.FNP.5 Identify food practices that make mealtimes enjoyable.
K.FNP.6 Understand that not all people can eat all kinds of food.

Social, Emotional, and Mental Health (SEM)

K.SEM.1 ***TSEL Practice 4B*** Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.
K.SEM.2 Identify how mental health is a part of overall health and well-being.
K.SEM.3 Identify a trusted parent, caregiver, or adult to talk with about feelings.
K.SEM.4 Identify ways to appreciate and take care of body and mind.

Healthy Relationships and Violence Prevention (HRVP)

K.HRVP.1 Define what a relationship is and identify different kinds of relationships.
K.HRVP.2 Understand that all people have the right to feel safe and free from bullying and violence.
K.HRVP.3 Recognize that everyone has different interests, likes, and ways to express identities.
K.HRVP.4 Define what a personal boundary is and recognize that personal boundaries differ in different kinds of relationships and for different people.
K.HRVP.5 Discuss how to use words to communicate needs and boundaries, and how to listen to the needs of others.
K.HRVP.6 Describe the characteristics of a trusted adult.
K.HRVP.7 Identify that bullying and teasing are harmful.
K.HRVP.8 Understand that it is never okay to touch someone without their permission.
K.HRVP.9 Identify that abuse is never a child's fault and discuss how to communicate personal boundaries and report unsafe or unwanted touch.

Growth and Development (GD)

K.GD.1 Discuss different types of family structures and why all families deserve respect.
K.GD.2 Identify ways in which human bodies are the same and different from each other, and how bodies change over time.
K.GD.3 Name reproductive body parts, using medically accurate terminology.

First Grade

Grade Level Skill Focus	➔ **Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.** *(Skill 2)* ➔ **Students demonstrate effective interpersonal communication skills to enhance health.** *(Skill 4)*

Wellness and Health Promotion (WHP)

1.WHP.1	Recognize at least three dimensions (physical, social, emotional, mental, and/or environmental) of being healthy and well.
1.WHP.2	Explain what people can do to reduce and treat illness.
1.WHP.3	Describe at least three things to do to maintain good health, including brushing teeth daily.
1.WHP.4	Identify where to locate trusted adults who can help with health related questions.
1.WHP.5	Recognize how friends and media influence personal health behaviors, both positively and negatively.
1.WHP.6	Define environment and environmental health.

Safety and First Aid (SFA)

1.SFA.1	Demonstrate how to communicate safety rules for crossing streets, riding a bicycle, water safety, and playing.
1.SFA.2	List the steps to identify and respond to emergency situations.
1.SFA.3	Identify safety hazards, including those related to fire, water, and dangerous objects.
1.SFA.4	Recognize that it is important to stay away from potentially unsafe body fluids and objects, including needles and syringes.
1.SFA.5	Discuss why it is important to ask a trusted adult before using online devices.

Substance Use Prevention (SUB)

1.SUB.1	Identify trusted adults who can answer questions about medicines and household products.
1.SUB.2	List family, cultural, and school values and rules about medicine use.

Food, Nutrition, and Physical Activity (FNP)

1.FNP.1	Identify the five food groups and what a balanced meal could look like.
1.FNP.2	Identify the connection between eating nutrient dense food and physical activity to help our bodies grow, learn, and develop.
1.FNP.3	Discuss how food advertisements, social media, and commercials influence our food and beverage decisions.
1.FNP.4	Identify feelings of thirst and hunger as signals for needing to drink water and eat food.
1.FNP.5	Describe how to keep food safe from harmful germs.

Social, Emotional, and Mental Health (SEM)

1.SEM.1	***TSEL Practice 1A*** Identify and label emotions, thoughts, strengths, and potential (both

personal and cultural).

1.SEM.2 ***TSEL Practice 1B*** Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.

1.SEM.3 Identify basic brain regions and their functions and recognize that everyone's brain functions differently.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

1.HRVP.1 ***TSEL Practice 4A*** Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.

1.HRVP.2 Demonstrate healthy ways for friends to express feelings, both physically and verbally.

1.HRVP.3 Discuss the ways that all people are unique and valuable and have a right to be treated with dignity and respect and be free from bullying and violence.

1.HRVP.4 Define consent and discuss how it is important in all types of relationships.

1.HRVP.5 Demonstrate how to communicate wants, needs, and boundaries and how to listen to the needs of others.

1.HRVP.6 Explain that everyone has the right to decide who can touch one's own body, where, and in what way to prevent violence and abuse.

Growth and Development (GD)

1.GD.1 Discuss and affirm different physical characteristics that people may have, including differences in body size, shape, ability, skin color, and hair texture.

1.GD.2 Identify medically accurate names for sexual and reproductive anatomy.

1. GD.3 Discuss that there are many ways that people can express love and attraction.

Second Grade

Grade Level Skill Focus	➔ **Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.** *(Skill 2)* ➔ **Students demonstrate effective interpersonal communication skills to enhance health.** *(Skill 4)*

Wellness and Health Promotion (WHP)

2.WHP.1	Discuss how many of our personal values come from families, communities, and culture.
2.WHP.2	Identify practices that reduce illness.
2.WHP.3	Describe ways to protect vision, hearing, and teeth.
2.WHP.4	Describe the benefits of getting enough sleep and potential problems associated with not getting enough sleep.
2.WHP.5	Locate a trusted adult in the school building to help access valid and reliable health information and services.
2.WHP.6	Describe ways in which schools and neighborhoods influence health behaviors.

Safety and First Aid (SFA)

2.SFA.1	Demonstrate the importance of wearing helmets, pads, mouth guards, personal flotation devices, and other safety equipment during athletic and outdoor activities.
2.SFA.2	List examples of dangerous behaviors that might lead to injuries.
2.SFA.3	Identify trusted adults that help keep people safe at home, at school, and in the community.
2.SFA.4	Identify why it is important that people of all abilities can safely access school and other buildings.
2.SFA.5	Discuss threats of safety or harm and protective procedures, including those related to dangerous objects and firearms.
2.SFA.6	Explain why it is important to ask a trusted adult before using online devices.

Substance Use Prevention (SUB)

2.SUB.1	Identify the difference between medicine to help people who are sick and other types of substances that can be harmful to the body.
2.SUB.2	Describe how tobacco and secondhand smoke harms the body.
2.SUB.3	Describe safety rules for over-the-counter and prescription drug use.
2.SUB.4	List steps to take when offered substances.

Food, Nutrition, and Physical Activity (FNP)

2.FNP.1	Identify a variety of places and sources that food can come from and how it gets to people.
2.FNP.2	Identify the five major food groups and give an example of foods in each group.
2.FNP.3	Describe the importance of eating a variety of fruits and vegetables and identify foods that provide the nutrients required to help the body grow, learn, and develop.

2.FNP.4 Develop a plan and set a goal to keep hydrated and limit sugary beverages.

2.FNP.5 Explain how physical activity and eating patterns can affect a person's health.

2.FNP.6 Recognize how the foods that people eat can reflect cultural backgrounds and the area in which people live.

2.FNP.7 Recognize some people have intolerances and allergies to foods including nuts, wheat, eggs, shellfish, and dairy products.

2.FNP.8 Identify how people have different levels of access to foods.

Social, Emotional, and Mental Health (SEM)

2.SEM.1 ***TSEL Practice 1B*** Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.

2.SEM.2 ***TSEL Practice 1C*** Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.

2.SEM.3 Describe the different ways that people can experience or exhibit stress, anxiety, social isolation, and sadness.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

2.HRVP.1 ***TSEL Practice 4C*** Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.

2.HRVP.2 Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.

2.HRVP.3 Discuss how diversity in race, gender, and ability enrich relationships and communities.

2.HRVP.4 Define bodily autonomy, personal boundaries, and consent.

2.HRVP.5 Recognize that friends, family, teachers, and community members can help each other.

2.HRVP.6 Recognize bullying, cyberbullying, and teasing in multiple types of relationships and the need to tell a trusted source that can help.

2.HRVP.7 Define and identify different forms of violence and abuse, including physical, verbal, sexual, and emotional.

2.HRVP.8 Identify that abuse is never a child's fault and describe how to communicate personal boundaries and report unsafe or unwanted touch.

Growth and Development (GD)

2.GD.1 Recognize that humans grow and mature at different ages and in different ways.

2. GD.2 Recognize that there are many different types of families that may or may not be genetically related, including blended, adopted, and foster families.

Third Grade

Grade Level Skill Focus	➔ **Students demonstrate effective decision-making skills to enhance health.** *(Skill 5)* ➔ **Students demonstrate effective goal-setting skills to enhance health.** *(Skill 6)*

Wellness and Health Promotion (WHP)

3. WHP.1 Discuss what it means to be healthy, considering five dimensions of health (physical, social, emotional, mental, and environmental).

3.WHP.2 Describe the basic function of the immune system.

3.WHP.3 Explain the benefits of personal health care practices.

3.WHP.4 Describe specific things to do to take care of one's teeth, including daily brushing and flossing teeth.

3.WHP.5 Discuss reasons to go to a healthcare provider for physical and mental health concerns.

3.WHP.6 Identify ways in which media, social media, and technology influence self-perception, feelings, decisions, and behaviors.

3.WHP.7 Recognize the connection between environmental health, including the effects of climate change, and personal health.

Safety and First Aid (SFA)

3.SFA.1 Identify how concussions can be prevented, recognized, and treated.

3.SFA.2 Practice how to assess and choose safe options when experiencing unsafe situations.

3.SFA.3 Recognize that infections, including Hepatitis B and C and HIV/AIDS, can be transmitted through blood and other body fluids.

3.SFA.4 Describe how to identify and respond to emergency situations.

3.SFA.5 Describe safety procedures for responding to natural disasters.

Substance Use Prevention (SUB)

3.SUB.1 Identify that substances are chemicals that can change how the mind and body function and can cause addiction.

3.SUB.2 Identify how alcohol, marijuana/cannabis, tobacco, and other substances can be harmful to minds, bodies, and brains.

3.SUB.3 Discuss how to recognize social pressures, peer influences, and internal feelings and emotions around substance use.

3.SUB.4 Describe how and where to access help from trusted adults if substances are being misused.

Food, Nutrition, and Physical Activity (FNP)

3.FNP.1 Identify methods for reducing food waste.

3.FNP.2 Recognize that food contains essential nutrients that benefit different systems in our bodies.

3.FNP.3 Explain how to create a balanced daily food plan for individual needs and health considerations.

3.FNP.4 Understand the basic function of the cardiovascular system.

3.FNP.5 Describe a decision making process about what foods and beverages to consume and ways to be physically active.

3.FNP.6 Describe foods using the senses.

3.FNP.7 Explain what food-borne illnesses are and how to prevent them.

Social, Emotional, and Mental Health (SEM)

3.SEM.1 ***TSEL Practice 1B*** Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.

3.SEM.2 ***TSEL Practices 2B*** Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.

3.SEM.3 Identify the impacts of stress on mental health.

3.SEM.4 Recognize how emotions can impact eating patterns and that people can get help if necessary.

3.SEM.5 Explain the importance of talking with trusted adults about feelings.

3.SEM.6 Identify personal or community activities that are meaningful or enjoyable.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

3.HRVP.1 ***TSEL Practice 3B*** Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.

3.HRVP.2 Describe characteristics of a healthy and safe relationship.

3.HRVP.3 Discuss the importance of using affirming language around protected classes of people including people of all genders, race and ethnicities, sexual orientations, and abilities.

3.HRVP.4 Demonstrate effective ways to verbally and nonverbally communicate personal boundaries and show respect for the boundaries of others.

3.HRVP.5 Identify trusted support people and helpers to talk to about uncomfortable situations or when a boundary has been crossed.

Growth and Development (GD)

3.GD.1 Discuss attributes and characteristics that make every person unique and valued, including physical diversity and neurodiversity.

3.GD.2 Identify the medically accurate names for body parts, including external and internal sexual and reproductive anatomy.

3.GD.3 Recognize that puberty is a time of physical, emotional, and social changes that is a part of human development.

3.GD.4 Recognize that menstrual pads and tampons are medical products some people use to take care of their bodies.

3.GD.5 Recognize that there are different kinds of families that have unique characteristics and identities.

Sexual and Reproductive Health (SRH)

3.SRH.1 Explain that many people enjoy consensual affection and physical closeness throughout their lives and every individual gets to decide what they are comfortable with.

Fourth Grade

Grade Level Skill Focus	➔ **Students demonstrate effective decision-making skills to enhance health.** *(Skill 5)* ➔ **Students demonstrate effective goal-setting skills to enhance health.** *(Skill 6)*

Wellness and Health Promotion (WHP)

4. WHP.1 Identify individual, cultural, and family values that affect one's health.

4.WHP.2 Identify common noncommunicable childhood conditions, including asthma, allergies, diabetes, and epilepsy, and how they are managed.

4.WHP.3 Understand why sleep is necessary for the brain and body and describe how sleep works.

4.WHP.4 Compare and contrast the validity of health and wellness information from a variety of media, products, and services.

4.WHP.5 Define social pressures and peer influences and identify how they can impact behavior.

Safety and First Aid (SFA)

4.SFA.1 Identify the steps of what to do if firearms are seen or found.

4.SFA.2 Identify strategies for staying safe online.

Substance Use Prevention (SUB)

4.SUB.1 Discuss how alcohol, marijuana/cannabis, tobacco, and other substances can be addictive and cause harm to the body.

4.SUB.2 Identify the basic function of body organs and systems and how different substances can affect them.

4.SUB.3 Discuss the impact that alcohol, marijuana/cannabis, tobacco, and other substances can have on reaching goals.

4.SUB.4 Demonstrate how to read medicine labels and prescription instructions.

4.SUB.5 Identify procedural steps in decision making around substance use.

4.SUB.6 Demonstrate communication skills for asserting boundaries around substance use.

4.SUB.7 Understand that a substance use disorder is a medical condition and that there are resources in communities that can provide support, treatment, and healing.

Food, Nutrition, and Physical Activity (FNP)

4.FNP.1 Identify examples of food items grown in different regions throughout the state, including in Oregon's nine federally recognized tribes.

4.FNP.2 Identify the functions of the six categories of nutrients: protein, carbohydrates, fats, vitamins, minerals, and water.

4.FNP.3 Identify foods and beverages with high sugar content and the negative effects of too much added sugar.

4.FNP.4 Describe the relationship between physical activity and the need for food and hydration.

4.FNP.5 Describe differences in food customs, traditions, and preparations.

4.FNP.6 Identify internal and external influences that affect food choices and physical activities.

4.FNP.7 Describe the basic functions of the digestive system.

4.FNP.8 Explain why some people eat or avoid certain foods, including allergies, other medical conditions, religious beliefs, and culture.

4.FNP.9 Discuss factors that affect the availability of food, including socioeconomic status and

location.

Social, Emotional, and Mental Health (SEM)

4.SEM.1 ***TSEL Practice 5C*** Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.

4.SEM.2 Identify ways of dealing with stress, anxiety, social isolation, and depression that contribute to the well-being and mental health of self and others.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

4.HRVP.1 ***TSEL Practice 4D*** Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.

4.HRVP.2 Describe a variety of healthy ways to show and express liking or loving someone.

4.HRVP.3 Discuss how power and inequality influence different types of relationships and boundaries.

4.HRVP.4 Demonstrate ways to treat all people with dignity and respect, including people of all genders, gender expressions, and gender identities.

4.HRVP.5 Identify the different personal boundaries and privacy needs of self and others at school, with friends, and at home.

4.HRVP.6 Discuss communication skills to build healthy relationships and manage conflict.

4.HRVP.7 Identify situations when someone is being abused or harassed and identify people or resources to get help from.

4.HRVP.8 Demonstrate how to be an upstander to respond to bullying or teasing based on physical characteristics, ability, or cultural identity.

4.HRVP.9 Identify different behaviors that would be considered child abuse, neglect, and sexual abuse.

Growth and Development (GD)

4.GD.1 Discuss physical, emotional, neurological, and social changes associated with puberty.

4.GD.2 Identify body care practices related to puberty, including using menstrual products.

4.GD.3 Discuss the importance of treating people with dignity and respect in regards to their sexual orientation, including other students, their family members, and members of the school community.

Sexual and Reproductive Health (SRH)

4.SRH.1 Recognize that people can show affection and care for other people in different ways, including consensual kissing, hugging, and touching.

Fifth Grade

Grade Level Skill Focus	➔ **Students demonstrate effective decision-making skills to enhance health.** *(Skill 5)* ➔ **Students demonstrate effective goal-setting skills to enhance health.** *(Skill 6)*

Wellness and Health Promotion (WHP)

5. WHP.1	Reflect on what the five dimensions of health (physical, social, emotional, mental, and environmental) look like for individuals, families, and communities.
5.WHP.2	Explain how vaccines work to prevent an illness and reduce severe symptoms.
5.WHP.3	Describe benefits of practicing health promoting behaviors.
5.WHP.4	Explain ways to engage in healthy practices and behaviors that prevent or reduce oral health risks, including brushing, flossing, reducing sugary drink consumption, wearing mouth guards, and visiting a dentist.
5.WHP.5	Practice how to talk to a healthcare provider about health concerns, including dental pain.
5.WHP.6	Evaluate health messages depicted in the media, including in social media and in advertisements.
5.WHP.7	Discuss how the location and environment of where people live can affect their health.

Safety and First Aid (SFA)

5.SFA.1	Compare and contrast safe and unsafe situations and events.
5.SFA.2	Discuss reasons why people take risks that may lead to injuries, including dental injury and concussions, and identify steps to avoid injuries.
5.SFA.3	Demonstrate first aid skills and skills for a range of common minor emergencies.
5.SFA.4	Demonstrate how to identify and communicate with trusted adults to keep people safe at home, at school, and in the community.
5.SFA.5	Explain the importance of being inclusive and affirming and making accessible accommodations for people with disabilities.
5.SFA.6	Discuss steps to take to prepare for natural disasters.
5.SFA.7	Describe internet safety rules and how to respond to cyberbullying and exposure to inappropriate material.

Substance Use Prevention (SUB)

5.SUB.1	Recognize that substances can be addictive and harmful for adolescents during physical and neurological development.
5.SUB.2	Describe how alcohol, marijuana/cannabis, tobacco, and other substances impact the human body and brain, interpersonal relationships, and decision-making.
5.SUB.3	Describe the appropriate use for over-the-counter and prescription medicines.
5.SUB.4	Describe how substance use, misuse, and substance use disorder can affect peoples' abilities to reach personal goals.
5.SUB.5	Discuss ways that advertising can influence alcohol, marijuana/cannabis, and tobacco use.
5.SUB.6	Demonstrate how to use decision making steps around substance use.
5.SUB.7	Demonstrate refusal skills to avoid or reduce health risks around substance use.
5.SUB.8	Identify trusted adults to talk to about substance use, misuse, and substance use disorder.
5.SUB.9	Identify school policies, local, state, and federal laws related to substance use.

Food, Nutrition, and Physical Activity (FNP)

5.FNP.1 Discuss the impact of food production and food waste on the environment.
5.FNP.2 Demonstrate how to read food labels to determine nutrient, sugar, and sodium content.
5.FNP.3 Describe nutrient dense breakfasts, meals, and snacks and their impact on growth, learning, and development.
5.FNP.4 Compare and contrast the nutrition content of different beverages for hydration.
5.FNP.5 Identify the basic functions of the skeletal and muscular systems.
5.FNP.6 Identify how different factors impact decision-making around food, beverages, and physical activity.
5.FNP.7 Illustrate and describe the pathway of food during the process of digestion.
5.FNP.8 Demonstrate how to prepare a nutritious snack or meal using sanitary food preparation and storage practices.

Social, Emotional, and Mental Health (SEM)

5.SEM.1 ***TSEL Practice 5B*** Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.
5.SEM.2 Reflect on external factors and systems that may contribute to stress and anxiety, including microaggressions, and identify coping strategies.
5.SEM.3 Identify the benefits of talking to trusted adults about feelings and thoughts.
5.SEM.4 Identify potential impacts of social media on mental health and body image.
5.SEM.5 Identify decision-making steps to take when deciding whether to share personal information about self or others on social media, considering the potential social, emotional, and mental health impacts.
5.SEM.6 Analyze the impact of identity-based bullying and violence on mental health.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

5.HRVP.1 ***TSEL Practice 3C*** Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.
5.HRVP.2 Describe how friendship and love can be expressed differently as children become adolescents.
5.HRVP.3 Identify characteristics of safe and equitable relationships.
5.HRVP.4 Explain the relationship between consent, personal boundaries, and bodily autonomy.
5.HRVP.5 Explain why it is harmful to tease or bully others based on personal abilities, characteristics, or identities.
5.HRVP.6 Define sexual harassment, trafficking, and domestic violence.
5.HRVP.7 Identify that abuse is never a child's fault and demonstrate how to communicate personal boundaries and report unsafe or unwanted touch.

Growth and Development (GD)

5.GD.1 Describe the human sexual and reproductive system, including external and internal anatomy and basic functions.
5.GD.2 Examine the physical, social, and emotional changes during puberty and adolescence.
5.GD.3 Identify trusted adults, including parents, caregivers, and health care professionals, to ask questions about puberty and adolescent health.
5.GD.4 Describe the menstrual cycle and how menstrual products are used.
5.GD.5 Define gender identity, gender expression, gender roles, and sex assigned at birth, and sexual orientation.

5.GD.6 Identify trusted adults one could talk to about sexual orientation questions.

5.GD.7 Describe how genetics can affect personal and family health.

Sexual and Reproductive Health (SRH)

5.SRH.1 Discuss different personal, familial, and cultural values about physical and emotional intimacy.

5.SRH.2 Identify that pregnancy can occur in different ways, including sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.

5.SRH.3 Define STIs, including HIV, and describe ways to prevent them, including abstinence and the human papillomavirus (HPV) vaccine.

Sixth Grade

Grade Level Skill Focus	➔ **Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.** *(Skill 3)* ➔ **Students demonstrate effective interpersonal communication skills to enhance health.** *(Skill 4)*

Wellness and Health Promotion (WHP)

6. WHP.1	Describe the interrelationship of the five dimensions of health (physical, social, emotional, mental, and environmental).
6.WHP.2	Describe the difference between communicable and noncommunicable diseases, including cancer, diabetes, and asthma.
6.WHP.3	Demonstrate appropriate habits to protect vision, hearing, skin, and teeth.
6.WHP.4	Distinguish between habits that enhance or hinder personal health.
6.WHP.5	Interpret numerical and graphical information to make an informed health decision.
6.WHP.6	Demonstrate how to access valid and reliable health information online for building health habits.
6.WHP.7	Define different forms of discrimination and understand how it influences the health of communities.
6.WHP.8	Identify actions that can help to create a healthier environment for individuals and communities.

Safety and First Aid (SFA)

6.SFA.1	Identify unsafe situations at home, at school, and in communities that can lead to injury.
6.SFA.2	Explain first aid and response procedures to treat injuries and other emergencies.
6.SFA.3	Understand firearm safety rules for individuals, families, and communities.
6.SFA.4	Distinguish when decisions around digital safety, managing privacy online, and protecting against identity theft can be made individually or with help from others.

Substance Use Prevention (SUB)

6.SUB.1	Explain differences between substance use, misuse, and substance use disorder.
6.SUB.2	Discuss short- and long-term mental, physical, and social health consequences of substance use and misuse, including vaping of nicotine and marijuana/cannabis.
6.SUB.3	Identify at least three reasons why someone would decide not to use alcohol, marijuana/cannabis, tobacco, and other substances.
6.SUB.4	Identify how “fake pills” and other substances could contain fentanyl and other unknown harmful and deadly chemicals.
6.SUB.5	Discuss the relationship between using substances and other health risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.
6.SUB.6	Analyze the influence of family, school, peers, culture, media, social media, personal values, and perceived norms on the use of alcohol, marijuana/cannabis, tobacco, and other drugs.
6.SUB.7	Describe personal decision-making strategies around substance use.
6.SUB.8	Discuss communication skills to avoid alcohol, marijuana/cannabis, tobacco and drug use, especially in peer-pressure situations.
6.SUB.9	Analyze health-related messages in print and electronic materials to determine credibility of the health message related to substance use.

6.SUB.10 Locate and summarize Oregon laws on alcohol, marijuana/cannabis, tobacco, and other substances.

Food, Nutrition, and Physical Activity (FNP)

6.FNP.1 Compare and contrast foods grown and produced in the United States and other countries.

6.FNP.2 Explain why it is important to respect different nutrition choices based on culture, needs, and preferences.

6.FNP.3 Analyze how internal and external influences can affect decisions about eating and physical activity.

6.FNP.4 Identify the six categories of nutrients and explain why each of them are important to the body.

6.FNP.5 Discuss the physical and mental impacts of missing, skipping meals, or 'fad' dieting.

6.FNP.6 Identify intuitive eating practices that can increase a person's healthy relationship with food, and lower the risk for eating disorders and disordered eating.

6.FNP.7 Analyze benefits of regular physical activity to promote health.

6.FNP.8 Describe safe food handling to prevent illness.

Social, Emotional, and Mental Health (SEM)

6.SEM.1 ***TSEL Practice 1B*** Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.

6.SEM.2 Demonstrate how to access credible mental health information and services in the community, including the Suicide & Crisis Lifeline 988.

6.SEM.3 Describe how sharing information about self and others online can impact social, emotional, and mental health.

6.SEM.4 Describe how prejudice, discrimination, and bias can impact mental health, violence, and traumatic stress.

6.SEM.5 Locate and summarize laws and policies to protect student mental health, including excused absences.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

6.HVRP.1 ***TSEL Practice 3B*** Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.

6.HVRP.2 Discuss how family, media, social media, society, culture, and personal identities can influence attitudes, beliefs, and expectations about relationships and physical affection.

6.HVRP.3 Identify sources of support, such as parents or other trusted adults, to tell if being teased, harassed, or bullied based on gender, sexual orientation, race, and physical appearance.

6.HVRP.4 Describe personal feelings when boundaries, consent, and privacy needs are not respected.

6.HVRP.5 Practice communication skills to build healthy relationships and manage conflict.

6.HVRP.6 Demonstrate ways to start a conversation when seeking help from a trusted adult about uncomfortable or dangerous situations including bullying, teasing, child sexual abuse, and trafficking.

6.HVRP.7 Demonstrate strategies to use technology and social media safely, legally, and respectfully.

6.HVRP.8 Create an advocacy message that describes the role of upstanders in preventing or stopping bullying and cyberbullying.

6.HVRP.9 Define child sexual abuse, sexual assault, sexual exploitation, and gender-based violence and analyze potential impacts on physical, social, emotional, and mental health.

6. HVRP.10 Recognize some of the ways in which norms and laws around gender and sexual orientation have changed over time.

Growth and Development (GD)

6.GD.1 Describe how to show respect for one's own physical appearance, the appearance of others, and how it impacts self-esteem.

6.GD.2 Identify the human sexual and reproductive systems, including external and internal anatomy and their functions, and recognize that there are variations in human bodies.

6.GD.3 Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, and timing of pubertal onset).

6.GD.4 Define menstruation and its range of symptoms, explain how it is a part of life that begins during puberty, and recognize that pads, tampons, and other products are important for body care.

6.GD.5 Discuss how affirming healthcare is important for everyone, including people of all genders, people who are transgender, people who have other gender expansive identities, and people of all races and sexual orientations.

6.GD.6 Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, two-spirit, and pansexual.

6.GD.7 Recognize that there are many kinds of family structures and discuss ways in which families can change.

Sexual and Reproductive Health (SRH)

6.SRH.1 Identify examples of how culture, religion, society, technology, and media influence understanding and expressions of sexuality.

6.SRH.2 Define sexual intercourse.

6.SRH.3 Identify factors that are important in deciding whether and when to engage in romantic and sexual behaviors.

6.SRH.4 Identify the functions of the ovulation cycle, sperm development, and pregnancy.

6.SRH.5 Identify the benefits, risks, and effectiveness of various methods of contraception, including abstinence, the correct usage of barrier methods, and emergency contraception.

6.SRH.6 Identify the stages of pregnancy.

6.SRH.7 Describe pregnancy options, including parenting, abortion, safe surrender, and adoption.

6.SRH.8 Identify the transmission and prevention of various sexually transmitted infections (STIs) and HIV/AIDS, including abstinence, barrier methods, and the human papillomavirus (HPV) vaccine.

6.SRH.9 Demonstrate communicating with trusted adults and asking questions about comprehensive sexual and reproductive health.

6.SRH.10 Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and sexually transmitted infection (STI) and HIV/AIDS prevention, testing, care, and treatment.

6. SRH.11 Discuss the importance of sexual and reproductive health care that aligns with personal needs, desires, and cultural values.

Seventh Grade

Grade Level Skill Focus	➔ **Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.** *(Skill 2)* ➔ **Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.** *(Skill 3)*

Wellness and Health Promotion (WHP)

7.WHP.1 Describe how personal values, self-esteem, and identity affect personal health.
7.WHP.2 Analyze how personal practices and behaviors reduce or prevent disease, including health screenings.
7.WHP.3 Describe the connections between oral health and overall health.
7.WHP.4 Set a personal health goal for a habit that promotes physical, social, emotional, mental, and environmental health.
7.WHP.5 Practice and demonstrate communication skills to improve personal health, including communicating with healthcare providers.
7.WHP.6 Analyze the influence of family, school, peers, culture, technology, media, social media, personal values, and perceived norms on the dimensions of health.
7.WHP.7 Evaluate how social determinants of health influence health outcomes.

Safety and First Aid (SFA)

7.SFA.1 Discuss how to reduce the risk of unintentional injuries for individuals, families, and communities.
7.SFA.2 Identify unsafe situations at home, at school, and in communities that can lead to injury and describe possible strategies to reduce risk.
7.SFA.3 Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), and use of an automated external defibrillator (AED).
7.SFA.4 Demonstrate how to ask for help to promote personal safety and injury prevention for self and others.
7.SFA.5 Recognize common ways to make spaces safer and more accessible for people with disabilities and why it is important.
7.SFA.6 Describe basic fire safety and wildfire prevention steps.
7.SFA.7 Describe strategies for using social media safely, legally, and respectfully.

Substance Use Prevention (SUB)

7.SUB.1 Evaluate the differences between addictive behavior, addiction, and dependence and their impacts on self and society.
7.SUB.2 Analyze the effects of substance use, misuse, and substance use disorder on communities and society.
7.SUB.3 Analyze the outcomes of making decisions to not use alcohol, marijuana/cannabis, tobacco, anabolic steroids, and other drugs.
7.SUB.4 Explore data on current trends around opioids, including fentanyl, and other substance use, misuse, and substance use disorder.
7.SUB.5 Describe the social and economic consequences of substance use, misuse, and substance use disorder on self, families, and communities.
7.SUB.6 Examine risk and protective factors to prevent use, misuse, and substance use disorder, and list alternatives to using.
7.SUB.7 Analyze how personal and family beliefs can affect decisions about substance use.

7.SUB.8 Demonstrate how to ask a trusted adult for help accessing resources for self and

others regarding situations related to the use of alcohol, tobacco, and other drugs.

7.SUB.9 Describe situations that require professional substance use disorder treatment services and locate valid information and community resources.

Food, Nutrition, and Physical Activity (FNP)

7.FNP.1 Discuss how food waste and the environment are interconnected.

7.FNP.2 Analyze ways that media influence our decisions around food and physical activity.

7.FNP.3 Compare and contrast the nutrient density between ultra-processed, minimally processed, or non processed foods and snacks.

7.FNP.4 Compare and contrast the differences in community or geographic access to nutrient dense foods.

7.FNP.5 Identify the oral health benefits of hydrating with non-sugar sweetened beverages.

7.FNP.6 Identify the social, emotional, and cognitive benefits of eating nutrient dense foods and engaging in regular physical activity.

7.FNP.7 Identify how personal food and beverage choices, including eating times, affects health and well being.

7.FNP.8 Describe personal hunger and fullness cues.

7.FNP.9 Describe common food allergies and how to manage them.

Social, Emotional, and Mental Health (SEM)

7.SEM.1 ***TSEL Practice 1D*** Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.

7.SEM.2 ***TSEL Practices 2B*** Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.

7.SEM.3 Identify and discuss causes, symptoms, and impacts of depression, anxiety, including eating disorders and disordered eating, , trauma, self-harm, and suicide.r

7.SEM.4 Describe how mental health professionals and other trusted adults can help prevent, treat, and heal from mental health challenges, including suicidal thoughts, eating disorders, and disordered eating.

7.SEM.5 Develop a plan to practice effective and appropriate communication skills via electronic devices and social media to prevent and resolve interpersonal conflict.

7.SEM.6 Identify how connecting with the community, and personal and cultural identity development contribute to mental health.

7.SEM.7 Discuss resiliency and the strategies that individuals and communities use to promote health, overcome health and mental health challenges, address barriers to health, and promote health equity and justice.

7.SEM.8 Identify laws related to student mental health days and age of consent to mental health services.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

7.HRVP.1 ***TSEL Practice 3A*** Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.

7.HRVP.2 Discuss the right of all people to decide if, when and, with whom to be in a relationship.

7.HRVP.3 Identify strategies to maintain a safe relationship, end an unsafe, inequitable, or unhealthy relationship, manage conflict, and navigate rejection.

7.HRVP.4 Compare multiple external influences that have an impact on one's attitudes about gender and gender identity.

7.HRVP.5 Explain the impact that media, including social media, sexually explicit media and

sexting, can have on one's body image and self-esteem.

7.HRVP.6 Develop a decision making model to determine if and how to intervene and support a person who is being harassed, bullied, or coerced, including assessing when and how and how it is safe to do so.

7.HRVP.7 Analyze dating violence and sexual violence, including harassment, abuse, and trafficking, and their impact on physical, social, emotional, and mental health.

7.HRVP.8 Explain why a survivor/victim of interpersonal violence, including sexual violence and trafficking, is never to blame for the actions of the person who perpetrates the violence.

7.HRVP.9 Identify strategies that people might use to traffic and exploit youth, actions to prevent and counter trafficking, and places to get help.

7.HRVP.10 Identify state and federal laws on sexual consent and mandatory reporting.

Growth and Development (GD)

7.GD.1 Discuss how peers, media, family, and culture can influence self-concept, body image, and self-esteem.

7.GD.2 Describe how puberty can prepare human bodies for the potential to reproduce and that some people have conditions that impact the ability to reproduce.

7.GD.3 Describe human reproductive systems, including the external and internal body parts and their functions, and variations in human bodies, including intersex conditions.

7.GD.4 Access medically accurate, not fear- or shame- based, comprehensive, and inclusive sources of information about sexual and romantic orientation.

Sexual and Reproductive Health (SRH)

7.SRH.1 Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexuality

7.SRH.2 Apply a decision-making model to choices about engaging in sexual behaviors.

7.SRH.3 Describe a range of ways a viable pregnancy can occur.

7.SRH.4 Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them.

7.SRH.5 Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.

7.SRH.6 Discuss the symptoms and treatments of various sexually transmitted infections (STIs), including HIV/AIDS.

7.SRH.7 Describe the steps to using barrier methods correctly, including external and internal condoms and dental dams.

7.SRH.8 Identify medically accurate sources of information about comprehensive sexual and reproductive health.

7.SRH.9 Examine how discrimination and racism negatively impact sexual and reproductive health.

Eighth Grade

Grade Level Skill Focus	➔ **Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.** *(Skill 3)* ➔ **Students demonstrate effective decision-making skills to enhance health.** *(Skill 5)* ➔ **Students advocate for behaviors that support personal, family, peer, school, and community health.** *(Skill 8)*

Wellness and Health Promotion (WHP)

8. WHP.1 Describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental).

8.WHP.2 Compare and contrast how communicable and noncommunicable diseases are treated and managed.

8.WHP.3 Explain why it is important to protect vision, hearing, skin, and teeth.

8.WHP.4 Describe strategies to integrate healthy habits related to sleep, physical activity, hygiene, breakfast, social media, and technology habits.

8.WHP.5 Identify personal signs and symptoms of needing healthcare and discuss age of consent laws for accessing physical health services.

8.WHP.6 Analyze the validity of health information in print and online using established criteria.

8.WHP.7 Describe how societal issues of inequity, discrimination, and poverty influence the ability to engage in healthy behavior.

8.WHP.8 Examine the relationship between environmental conditions, including air and water quality and climate change, on personal and community health outcomes.

Safety and First Aid (SFA)

8.SFA.1 Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease and injury.

8.SFA.2 Analyze the likelihood of personal injury or illness if engaging in unsafe and unhealthy behaviors.

8.SFA.3 Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), use of an automated external defibrillator (AED), and treatment of an opioid overdose emergency.

8.SFA.4 Work cooperatively to create projects that advocate for practices that promote safe and accessible communities.

8.SFA.5 Describe the school and community safety and disaster protocols for a natural disaster or threat of violence.

Substance Use Prevention (SUB)

8.SUB.1 Identify risk and protective factors related to substance use, misuse, and substance use disorder.

8.SUB.2 Understand how substance use, misuse, and substance use disorder affects the basic function of the central and autonomic nervous systems including brain function.

8.SUB.3 Describe the risks of fentanyl exposure and overdose and identify harm reduction strategies, including testing, naloxone, and other interventions.

8.SUB.4 Examine the relationship between substance use, misuse, and substance use disorder risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.

8.SUB.5 Evaluate the influence of family, school, peers, culture, media, personal values, and

perceived norms on the use of alcohol, marijuana/cannabis, tobacco, and other drugs.

8.SUB.6 Discuss decisions around substance use and the benefits of being substance-free.

8.SUB.7 Demonstrate communication skills to avoid alcohol, marijuana/cannabis, tobacco, or other drug use, especially in peer-pressure situations.

8.SUB.8 Describe where to find reliable information and services regarding substance use, misuse, and substance use disorder.

8.SUB.9 Examine the history and impact of drug laws and prosecution on communities.

Food, Nutrition, and Physical Activity (FNP)

8.FNP.1 Explain how food is transported from farm to table, focusing on maintaining quality and safety.

8.FNP.2 Discuss ways that the foods and beverages that people consume have a profound impact on their health.

8.FNP.3 Assess personal eating and physical activity behaviors.

8.FNP.4 Discuss cultural dishes, identify ingredients, and find the origins of the food in each recipe.

8.FNP.5 Analyze the impacts of media, social media, and marketing on food habits.

8.FNP.6 Describe the personal feelings associated with engaging in physical activity, eating nutritious food, and staying hydrated and identify strategies to take care of one's body.

8.FNP.7 Examine food insecurity and injustice, lack of access, and impacts on individual and community health, cultural preservation and practices.

Social, Emotional, and Mental Health (SEM)

8.SEM.1 ***TSEL Practice 1D*** Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.

8.SEM.2 ***TSEL Practice 5C*** Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.

8.SEM.3 Develop an action plan to respond to stress, anxiety, including eating disorders and disordered eating, depression, self-harming behaviors, trauma, substance use and substance use disorder, or suicidal thoughts.

8.SEM.4 Recognize when professional services are needed for self and others experiencing chronic or serious mental health concerns and traumatic stress, including self-harm, eating disorders and disordered eating, substance use, and suicidal ideation.

8.SEM.5 Discuss the impact of social media use on our social, emotional, and mental health for individuals and the community.

8.SEM.6 Analyze how social systems of inequity and discrimination impact mental health and well-being, and identify ways to promote health equity and justice.

8.SEM.7 Discuss how state and federal laws and policies can influence access to mental health.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

8.HVRP.1 ***TSEL Practice 2D*** Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.

8.HRVP.2 Examine how power, privilege, positionality, and inequity are root causes of interpersonal and community violence and discuss what people can do to prevent it.

8.HRVP.3 Demonstrate how to use gender-affirming language with and about people of all gender identities and/or gender expressions.

8.HRVP.4 Demonstrate verbal and nonverbal communication skills that express personal

boundaries and consent and how to show respect for the boundaries of others.

8.HRVP.5 Demonstrate strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.

8.HRVP.6 Identify community resources and other sources of support, including confidential advocates, that students can go to if they have questions about sexual safety or if someone is being sexually harassed, abused, assaulted, or trafficked.

8.HRVP.7 Explain the impact that media, including social media, sexually explicit media and sexting, can have on one's body image, self-esteem, and relationships.

8.HRVP.8 Identify the short- and long-term impacts of bullying for the people targeted, the people who perpetrate bullying, bystanders, and upstanders.

8.HRVP.9 Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone is perpetuating unhealthy or coercive behaviors.

8.HRVP.10 Collaborate with others to advocate for raising awareness and reducing the risk related to trafficking in physical and online settings.

8.HRVP.11 Describe the state and federal laws on sexual consent, child pornography, sexting, and sex trafficking.

Growth and Development (GD)

8.GD.1 Reflect on external influences that may affect personal body image and how others are perceived.

8.GD.2 Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health.

8.GD.3 Identify the rights of students and the responsibilities of schools under Oregon's Menstrual Dignity Act.

8.GD.4 Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.

8.GD.5 Discuss how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to sexual and romantic orientation and sexual identity.

8.GD.6 Describe what can connect a family and discuss different ways to define family.

Sexual and Reproductive Health (SRH)

8.SRH.1 Evaluate the influence of family, peers, school, community, culture, social norms, media, marketing, technology, and a person's intersecting identities can influence personal beliefs and behaviors regarding sexual activity and sexuality.

8.SRH.2 Identify safer sex strategies for vaginal, oral, and anal sex.

8.SRH.3 Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms, and/or contraception.

8.SRH.4 Practice using a decision-making model in response to various sexual health scenarios.

8.SRH.5 List the steps necessary for a viable pregnancy to occur with sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.

8.SRH.6 Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams.

8.SRH.7 List methods of contraception that are available without a prescription in Oregon and where these can be accessed.

8.SRH.8 Define prenatal care and identify medically accurate sources of information about prenatal care.

8.SRH.9 Develop a plan to eliminate or reduce risk of unintended pregnancy and sexually transmitted infections (STIs), considering biomedical approaches, including vaccines,

Pre-Exposure Prophylaxis and (PrEP) Post-Exposure Prophylaxis (PEP), and barrier methods.

8.SRH.10 Identify comprehensive sexual and reproductive health services offered in school or in the local community.

8.SRH.11 Discuss the various state and federal laws related to minors' access to sexual and reproductive healthcare services, including pregnancy and sexually transmitted infection (STI) and HIV/AIDS prevention, testing, care, and treatment.

8.SRH.12 Discuss how oppression against historically and currently marginalized people impacts sexual and reproductive health and rates of violence.

High School

Grade Level Skill Focus	
	➔ **Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.** *(Skill 2)* ➔ **Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.** *(Skill 3)* ➔ **Students demonstrate effective interpersonal communication skills to enhance health.** *(Skill 4)* ➔ **Students demonstrate effective decision-making skills to enhance health.** *(Skill 5)* ➔ **Students demonstrate effective goal-setting skills to enhance health.** *(Skill 6)* ➔ **Students demonstrate observable health and safety practices.** *(Skill 7)* ➔ **Students advocate for behaviors that support personal, family, peer, school, and community health.** *(Skill 8)*

Wellness and Health Promotion (WHP)

HS.WHP.1 Identify and describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental) and how they affect health-related behaviors and impact holistic well-being.

HS.WHP.2 Discuss personal and family values and behaviors that impact individual, interpersonal, and community health.

HS.WHP.3 Analyze health promotion and disease prevention guidelines and recommendations, including those for infectious diseases, from credible federal, professional, and voluntary health organizations.

HS.WHP.4 Identify individual practices that protect vision, hearing, skin, and teeth.

HS.WHP.5 Identify at least two strategies to promote health and wellness for individuals, families, and communities.

HS.WHP.6 Identify and discuss the life-saving benefits of organ and tissue donation, and analyze how personal, familial, media, and cultural factors influence decisions about donation.

HS.WHP.7 Demonstrate how to access medically accurate, comprehensive, and inclusive health-related resources online and in the community or at school.

HS.WHP.8 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

HS.WHP.9 Analyze how the history of health and social policy impacts individual and community health status.

HS.WHP.10 Discuss the intersections between built environment, green spaces, climate change, and the five dimensions of health.

HS.WHP.11 Advocate for everyone, regardless of physical ability or location, to have access to nutritious food, clean water, clean air, and accessible places.

Safety and First Aid (SFA)

HS.SFA.1 Analyze current data on unintentional injury among adolescents.

HS.SFA.2 Formulate a plan to recognize and respond to situations that may lead to injury between individuals, in groups, and in communities.

HS.SFA.3 Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), use of an automated external defibrillator (AED), and treatment of an opioid overdose emergency.

HS.SFA.4 Access a variety of resources in the home, school, and community that prevent injury.

HS.SFA.5 Examine laws and practices related to increasing accessibility for people with disabilities and identify why they are important for individual, interpersonal, community, and environmental health.

HS.SFA.6 Analyze community and individual preparation and emergency response in case of natural disasters, including wildfires and earthquakes, and acts of violence.

HS.SFA.7 Evaluate strategies for using social media safely, legally, and respectfully.

Substance Use Prevention (SUB)

HS.SUB.1 Identify and promote protective factors related to substance use, misuse, and substance use disorder, including harm reduction and emergency action.

HS.SUB.2 Identify how to recognize and respond to overdose emergencies, including how to access, administer, and use naloxone for opioid overdose prevention and reversal.

HS.SUB.3 Access valid and reliable health information on short- and long-term effects of substance use from print and electronic materials that are available from credible health organizations.

HS.SUB.4 Analyze how laws, rules, policies, and regulations influence health promotion and disease prevention related to tobacco, marijuana, and other drugs.

HS.SUB.5 Analyze the data on overdose and fentanyl laced over-the-counter and prescription medications.

HS.SUB.6 Analyze the relationship between substance use, misuse, substance use disorder and other health risks, including unintentional injuries, violence, self-harm, suicide, and sexual risk behaviors.

HS.SUB.7 Analyze reasons why individuals use or do not use alcohol, marijuana/cannabis, tobacco, and other drugs, including the influence of family, peers, school, community, culture, and social norms on personal values, beliefs, and behaviors.

HS.SUB.8 Identify potential barriers to making healthy decisions regarding substance use and identify personal strategies and community support to overcome those barriers.

HS.SUB.9 Demonstrate decision-making skills in regards to substance use, misuse, and substance use disorder in varying situations.

HS.SUB.10 Evaluate communication skills to manage social pressure to avoid or reduce health risks around substance use.

HS.SUB.11 Describe how to access support services needed for substance misuse and substance use disorder, harm reduction services, including needle exchanges, test strips, and prescription disposal sites, and community resources to help someone stop using.

HS.SUB.12 Access and analyze the validity of information related to alcohol, marijuana/cannabis, tobacco, and other drug use, misuse, and substance use disorder prevention.

HS.SUB.13 Analyze the influence of public health and government laws and policies, as well as media and marketing, on alcohol, marijuana/cannabis, tobacco, and other drugs, past and present.

Food, Nutrition, and Physical Activity (FNP)

HS.FNP.1 Analyze the political, economic, social, and environmental factors that influence our current food system.

HS.FNP.2 Plan or prepare a balanced meal with nutrient-rich basic ingredients.

HS.FNP.3 Evaluate the physical, emotional, and mental impacts of missing or skipping meals and “fad” dieting.

HS.FNP.4 Explain the importance of drinking water and limiting sugar sweetened beverages and its effect on health.

HS.FNP.5 Create a personal short- and long-term goal that incorporates nutritious eating, hydration, and physical activity as a daily part of life based on personal, cultural, and community influences.

HS.FNP.6 Describe how to make nutritious food and beverage choices at home, school, and

when dining out.

HS.FNP.7 Analyze how people from all cultures and backgrounds are connected by their use of and shared experiences around food.

HS.FNP.8 Analyze the influences of family, peers, school, community, culture, and social norms on personal values and beliefs about food choices and physical activity.

HS.FNP.9 Describe how to prevent foodborne illnesses.

HS.FNP.10 Identify policies, practices, and resources that support access to nutritious food, clean water, and accessible places for physical activity.

Social, Emotional, and Mental Health (SEM)

HS.SEM.1 ***TSEL Practices 2C*** Plan, evaluate, and achieve personal and collective goals and aspirations.

HS.SEM.2 ***TSEL Practice 5A*** Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.

HS.SEM.3 Analyze physical and psychological effects of stress, anxiety, depression, social isolation, and individual and collective trauma.

HS.SEM.4 Identify activities that promote social, emotional, and mental health.

HS.SEM.5 Compare the validity, reliability, and accessibility of mental, social, and emotional health information, products, and services in the home, at school, and in the community.

HS.SEM.6 Describe the signs and symptoms of mental health challenges, including the warning signs of suicide, self-harm, eating disorders and disordered eating, and other unsafe behaviors.

HS.SEM.7 Analyze the impact of media, marketing, social media, internet use, and other technologies on social, mental, and emotional health.

HS.SEM.8 Advocate for safer school communities to prevent bullying and violence and improve mental health.

HS.SEM.9 Analyze laws related to minors accessing mental health care.

Healthy Relationships and Violence/Abuse Prevention (HRVP)

HS.HRVP.1 ***TSEL Practices 2A*** Manage and express thoughts, emotions, impulses, and stressors ways that affirm one's identity.

HS.HRVP.2 Analyze different ways that people can express consensual physical affection, love, friendship, empathy, and sympathy within different types of relationships.

HS.HRVP.3 Analyze how culture and society can perpetuate stereotypes and expectations of people with different genders in relationships.

HS.HRVP.4 Examine the impact of power differences within relationships and other factors that can affect the ability to give or perceive consent, including in sexual activity.

HS.HRVP.5 Apply a decision-making model to maintaining a healthy relationship and ending an unhealthy relationship.

HS.HRVP.6 Describe how to access resources for survivors of interpersonal violence, sexual violence and sex trafficking, including local confidential advocacy resources.

HS.HRVP.7 Demonstrate ways to support a fellow student who is being sexually harassed or abused.

HS.HRVP.8 Explain the impact media, including sexually explicit media, social media, and artificial intelligence (AI) can have on one's perceptions of, and expectations for, a healthy relationship.

HS.HRVP.9 Model how to be an upstander by addressing hurtful comments, addressing concepts of intent, impact, and repair.

HS.HRVP.10 Describe the types of abuse, including physical, emotional, psychological, financial, and sexual, and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, trafficking, and gender-based violence.

HS.HRVP.11 Explain why a person who has been sexually harassed, abused, assaulted, or is a survivor/victim of child sexual abuse, rape, domestic violence, dating violence, or sex trafficking, is never to blame for the action of the perpetrator.

HS.HRVP.12 Explain trafficking, including tactics people use to traffic and exploit youth.

HS.HRVP.13 Summarize individual rights and responsibilities in regards to sexual consent, sexually explicit media, and sexting under state and federal law.

Growth and Development (GD)

HS.GD.1 Analyze how peers, media, family, society, history, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem.

HS.GD.2 Explain the human reproductive and sexual response systems, including differentiating between internal and external body parts and their functions, and that there are variations in human bodies, including different shapes of vulvas, circumcised and uncircumcised penises, and intersex conditions.

HS.GD.3 Describe the cognitive, social, and emotional changes of adolescence and throughout adulthood.

HS.GD.4 Analyze the impact of Oregon's Menstrual Dignity Act on menstruation stigma and period poverty.

HS.GD.5 Explain how identity-affirming support from peers, families, schools, communities and health care providers can improve a person's health and well-being.

HS.GD.6 Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual and romantic orientation.

HS.GD.7 Analyze familial factors that can limit access to genetic health information for many people, including adoption, foster care, migration, and donor conception.

Sexual and Reproductive Health (SRH)

HS.SRH.1 Analyze societal factors that might inhibit honest discussion between sexual and romantic partners about their sexual histories, including sexually transmitted infections (STIs) and HIV/AIDS status, and identify ways to begin open and honest conversations.

HS.SRH.2 Demonstrate the ability to effectively communicate with a partner to make decisions around abstinence and consensual sexual intimacy.

HS.SRH.3 Describe how to make a decision about sexual behaviors, including virtual and in-person, that takes into consideration personal values and health and safety of self and others.

HS.SRH.4 Summarize fertilization, fetal development, and childbirth.

HS.SRH.5 Discuss skills and resources that can support people navigating parenthood.

HS.SRH.6 Identify individual, familial, cultural, and systemic influences on barrier methods and contraceptive use.

HS.SRH.7 Compare and contrast methods to prevent unintended pregnancy, considering effectiveness, access, and personal impact on health.

HS.SRH.8 Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams.

HS.SRH.9 Identify medically accurate sources of information for pregnancy, prenatal care, and pregnancy options, including parenting, surrogacy, adoption, abortion, and safe surrender, including community resources.

HS.SRH.10 Analyze political and historical issues that were rooted in and have resulted in discrimination, oppression, and stigma against historically and currently marginalized people, including those with sexually transmitted infections (STIs) and HIV/AIDS.

HS.SRH.11 Discuss responsibilities around sexually transmitted infection (STI) prevention, testing, treatment, and disclosure to sexual partners.

HS.SRH.12 Assess the validity, reliability, and accessibility of comprehensive sexual and reproductive health information, products, and services offered online and in the local community.

HS.SRH.13 Describe body literacy skills to notice changes, pain, including menstrual pain, or discomfort in one's body related to the sexual and reproductive system and identify when to seek support from trusted adults and medical professionals.

HS.SRH.14 Analyze public health and government policies on sexual and reproductive health practices.

HS.SRH.15 Define reproductive justice and explain its history and how it relates to sexual health and health equity.

HS.SRH.16 Analyze how history can influence attitudes, beliefs, and expectations about sexuality and identity, including the history of medical experimentation and eugenics.

HS.SRH.17 Analyze systemic barriers to sexual, reproductive, and obstetric care, including prenatal care, childbirth, and postpartum care.

Appendix A. Content Topics and Subtopics

Wellness and Health Promotion (WHP) outlines the fundamental knowledge and skills students need to understand what social, familial and community factors influence the dimensions of health; how to prevent and protect against communicable and non-communicable diseases; analyze issues related to health equity and environmental health; and understand how to use health information and healthcare resources.

- Dimensions of health (physical, social, emotional, mental and environmental)
- Values
- Communicable and non-communicable disease prevention
- Protecting vision, hearing, and teeth
- Health practices and choices
- Health literacy
- Analyzing influences
- Health equity
- Environment and health

Safety and First Aid (SFA) outlines the knowledge and skills students need to feel more prepared and confident to prevent, identify, and address safety and emergency situations at home, at school, and in the community, including medical emergencies, firearm hazards, natural disasters, and digital safety.

- Unintentional injuries
- Identifying and reporting and reporting unsafe situations
- First aid and emergencies
- Identifying helpers
- Accessibility and safety
- Natural disasters and emergency situations
- Digital and online safety
- Firearm safety

Substance Use Prevention (SUB) outlines the knowledge and skills students need to make decisions when faced with the pressures of using, misusing and abusing alcohol, tobacco, marijuana, and other substances, including over-the-counter and prescription drugs; analyze media messages and other influences; how to cope in stressful situations; how to set goals; and how to access community resources for assistance and to prevent and respond to overdose emergencies.

- Use, misuse, and substance use disorder
- Short and long-term effects of substance use
- Tobacco, marijuana, alcohol, and other drugs
- Over the counter and prescription drugs
- Impact on self, communities, and other health outcomes
- Influences, social pressure, and coping skills
- Decision making around substance use
- Communication skills around substance use
- Getting help and accessing resources
- Laws and policies related to substance use

Food, Nutrition, and Physical Activity outlines the knowledge and skills students need to understand where food comes from, what foods have high nutrient content, and how culture plays an important role in nutrition and food experiences; develop decision-making skills around food and physical activity; decipher media messages around food; and analyze issues related to food insecurity and food policies.

- Food systems
- Nutrients
- Variety of foods and eating patterns
- Importance of hydration and moderation of sugary beverages
- Positive effects of healthy eating and physical activity
- Decision making around food and physical activity
- Culture and food
- Impact of media and family
- Sensory and social experience of eating
- Food safety
- Food insecurity and food policies

Social, Emotional, and Mental Health outlines the knowledge and skills students need to understand and express feelings, thoughts, and emotions; build healthy relationships with self and others; practice healthy decision-making skills; and support kindness, care, connection, equity, diversity, and inclusion. These align with ODE's Integrated Model of Mental Health and ODE's Integrated Model of Mental Health and Oregon's Transformative Social and Emotional Learning (TSEL) Standards.

- Empathy and respect
- Feelings, emotions, and moods
- Mental health challenges (stress, anxiety, depression, social isolation, and eating disorders)
- Talking to trusted adults, accessing care and information
- Online safety
- Strategies for mind and body awareness
- Positive identity development
- Social justice and mental health
- Laws related to accessing mental health services

Healthy Relationships and Violence/Abuse Prevention outlines the knowledge and skills students need to; develop skills to build agency and self-awareness of personal boundaries and bodily autonomy; analyze influences in media and technology; identify characteristics of healthy and affirming interpersonal relationships; communicate about harm to trusted adults; understand the root causes of violence; collaborate with the larger community to provide safety, trust, respect, sharing of power, and identity-specific supports; and create affirming environments where students, families, and school staff can thrive. These align with Oregon's TSEL Standards.

- Expressing emotion and affection in relationships
- Violence prevention and equitable relationships
- Gender and relationships
- Personal boundaries, bodily autonomy, and consent
- Communication skills and conflict management
- Trusted adults and supportive community
- Media, cyberbullying, and relationships

- Bullying, harassment, and intimidation
- Violence and abuse
- Responding to violence and abuse
- Trafficking prevention
- Laws related to consent and access to services

Growth and Development outlines the knowledge and skills students need to understand the changes that people can experience during puberty and adolescence that impact physical, social, intellectual, and emotional development; understand that sexuality is a normal and positive aspect of development; identify medically accurate, inclusive reproductive anatomy; and support students in developing positive identities and self-esteem across the lifespan.

- Physical differences and respect
- Sexual and reproductive anatomy
- Puberty and changes
- Menstruation and self-care
- Gender roles, identity, and expression
- Sexual orientation
- Families

Sexual and Reproductive Health outlines the knowledge and skills students need to take care of their bodies and make informed decisions about their health, safety, relationships, and future. This includes shame-free instruction on communicable diseases, including STIs and HIV/AIDS, including how they are prevented and transmitted, their signs and symptoms, and testing and treatment; decision-making around sexual behavior, pregnancy, and parenting; and the personal, relational, cultural, and historical factors that influence sexuality, sexual and reproductive health, and access to healthcare.

- Influences on sexuality
- Intimacy and sex
- Decision making around sexual behavior
- Reproduction
- Pregnancy and pregnancy options
- Contraception
- STI prevention
- Trusted adults, information, and services
- Rights and access to sexual and reproductive healthcare
- Reproductive justice

Appendix B. Alignment with Oregon Statute and Administrative Rules and National Education Standards

District Curriculum

Requires health education as a content area that must be taught as part of K-12 instructional program. (OAR 581-022-2030)

Standard Education for Oregon Students

Common Knowledge and Skills. The Common Knowledge and Skills consists of facts, concepts, principles, rules, procedures and methods of inquiry associated with the following subject matter areas that include health education. (OAR 581-021-0200)

Diploma Requirements
Requires 1 credit of health education for graduation. (OAR 581-022-2000)

Oral Health Education
School districts must provide age-appropriate instruction in oral health. The standards shall prescribe the grades in which instruction in oral health is provided to students. (ORS 336.473)

Organ and Tissue Donation
In grades 9 - 12 districts must provide instruction on organ and tissue donation and education. (ORS 336.474)

Prevention Education in Drugs and Alcohol
Instruction in the effects of tobacco, alcohol, and drugs, as an integral part of the district's K–12 comprehensive health education program. In addition, at least annually, all high school students, grades 9–12 shall receive age-appropriate instruction about drug and alcohol prevention. (OAR 581-022-2045)

CPR and AED Instruction
As an integral part of the health education curriculum or the physical education curriculum for students in grades 7 through 12, each school district must provide instruction in CPR, AED and must include hands-on practicing of CPR. (ORS 336.472)

Human Sexuality Education Courses
The first comprehensive sexuality education law that requires instruction in elementary and secondary. It specifies that sexuality education must be taught annually 6 - 8 and twice 9 -12. (ORS 336.455)

Healthy Teens Relationships Act
This law requires that instruction on healthy relationships, friendships, and dating be provided to students annually in 7th - 12th grade. (ORS 339.366)

Child Sexual Abuse Prevention "Erin's Law"
This law requires that child abuse prevention education be provided in four sessions per year in Kindergarten through 12th grade. This also includes teacher training and school policy. (ORS 369.059)

Menstrual Dignity Act
This law requires that sexuality education include information on menstrual health. The education must be gender inclusive, accessible, and positive and not shame-based. HB 3294 (2021).

Human Sexuality Education
This is the Oregon Rule that weaves together all of the above laws within the core content area Health Education and the required “comprehensive plan of instruction”. Each district must have a plan that outlines how all of the above laws are met each year. The law also clearly names the cornerstone

approaches of sexuality education as being: LGBTQ2SIA+ inclusive, culturally responsive, age-appropriate, and not fear- or shame-based. The rule also names content requirements, such as STI prevention, child abuse prevention, and consent education. (OAR 581-22-2050)

Appendix C. Terminology Resources

For definitions of select terminology please see the Oregon's Transformative SEL Standards; Oregon's LGBTQ2SIA+ Student Success Plan; Oregon's Gender Expansive Student Guidance, National Sex Education Standards: Core Content and Skills, K-12 (Second Edition), and the National Health Education Standards Guide.