



School Safety and Prevention System

Content Standards Alignment

School Safety & Prevention Through Content Standards

Oregon's [adopted academic content standards](#) are the framework on which Oregon educators deliver academic content in subject areas to students across K-12 instruction. Teaching and learning through standards aligned curricula ensures that all learners are guaranteed access to high-quality instruction, engagement, and safety, supporting whole-student learning. This document showcases the connections between the K-12 content standards and the three focus areas of the School Safety and Prevention System for the purpose of highlighting how educators support safe and inclusive schools every day through instruction.

The [School Safety and Prevention System](#) is categorized into three focus areas:

- Violence Prevention: Behavior Safety [threat] Assessment & Sexual Violence Prevention
- Youth Suicide Prevention, Intervention, and Postvention
- Prevention of Harassment, Intimidation, Bullying, and Cyberbullying

This resource has been developed to guide educators to explore the direct connections between the School Safety and Prevention System and the content standards of:

- [Oregon's Transformative Social Emotional Learning](#)
- [Oregon's Adopted Health Student Standards](#)
- [Oregon's School Counseling Standards](#)
- [Oregon's Physical Education Standards](#)
- [Oregon's Social Sciences Standards](#)

By utilizing these aligned standards, educators can identify how their existing standards, content, and practices align with the focus areas of school safety, providing foundational supports to positive school climate and culture in their schools. This alignment can also help educators identify additional opportunities to promote safety, strengthen belonging, and address behavior concerns through lesson planning and intentional engagement. Ultimately, these alignments are in service of a more equitable approach to school curricula, which positively affects students' academic success.

How to Use this Document

Organized by grade level, this document supports teaching, reteaching, and promoting school safety through existing standards and instruction. Standards marked with a ★ (star) are identified as priority standards because they directly address the corresponding School Safety and Prevention topic. Educators can navigate to their grade level of interest for a comprehensive view of aligned standards or search their grade for priority and/or supporting standards that need to be retaught based on analysis of data such as classroom assessments, referrals and discipline, and/or school climate surveys.

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School Safety Areas of Focus

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).	Transformative Social Emotional Learning (Standard 1; Practice 1A)	All Grade Levels		●	●
Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.	Transformative Social Emotional Learning (Standard 1; Practice 1B)	All Grade Levels	●	●	●
Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.	Transformative Social Emotional Learning (Standard 1; Practice 1C)	All Grade Levels	●	●	●
Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.	Transformative Social Emotional Learning (Standard 1; Practice 1D)	All Grade Levels		●	●
Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.	Transformative Social Emotional Learning (Standard 2; Practices 2A)	All Grade Levels		●	
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.	Transformative Social Emotional Learning (Standard 2; Practices 2B)	All Grade Levels	●	●	●

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Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Plan, evaluate, and achieve personal and collective goals and aspirations.	Transformative Social Emotional Learning (Standard 2; Practices 2C)	All Grade Levels		●	
Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.	Transformative Social Emotional Learning (Standard 2; Practices 2D)	All Grade Levels			●
Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.	Transformative Social Emotional Learning (Standard 3; Practice 3A)	All Grade Levels	●	●	●
Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.	Transformative Social Emotional Learning (Standard 3; Practice 3B)	All Grade Levels	●	●	●
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.	Transformative Social Emotional Learning (Standard 3; Practice 3C)	All Grade Levels	●	●	●
Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.	Transformative Social Emotional Learning (Standard 4; Practice 4A)	All Grade Levels	●	●	●

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Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.	Transformative Social Emotional Learning (Practice 4B)	All Grade Levels	●		●
Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.	Transformative Social Emotional Learning (Standard 4; Practice 4C)	All Grade Levels	●	●	●
Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.	Transformative Social Emotional Learning (Standard 4; Practice 4D)	All Grade Levels	●	●	●
Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.	Transformative Social Emotional Learning (Standard 5; Practice 5A)	All Grade Levels			●
Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.	Transformative Social Emotional Learning (Standard 5; Practice 5B)	All Grade Levels	●	●	●
Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.	Transformative Social Emotional Learning (Standard 5; Practice 5C)	All Grade Levels	●	●	●
Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	School Counseling (Category 1; M 1.)	All Grade Levels		●	

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Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Self-confidence in ability to succeed	School Counseling (Category 1; M 2.)	All Grade Levels		●	
Sense of belonging in the school environment	School Counseling (Category 1; M 3.)	All Grade Levels	★	★	★
Belief in using abilities to their fullest to achieve high-quality results and outcomes	School Counseling (Category 1; M 5.)	All Grade Levels		●	
Positive attitude toward work and learning	School Counseling (Category 1; M 6.)	All Grade Levels		●	●
Apply media and technology skills	School Counseling (Category 2; B-LS 5.)	All Grade Levels			●
Identify long and short-term academic, career, social/emotional, and community involvement goals	School Counseling (Category 2; B-LS 7.)	All Grade Levels		●	
Participate in enrichment and extracurricular activities	School Counseling (Category 2; B-LS 10.)	All Grade Levels	●	●	●
Demonstrate ability to assume responsibility	School Counseling (Category 2; B-SMS 1.)	All Grade Levels	●		●
Demonstrate self-discipline and self-control	School Counseling (Category 2; B-SMS 2.)	All Grade Levels	●	●	●
Demonstrate perseverance to achieve long-term and short term goals	School Counseling (Category 2; B-SMS 5.)	All Grade Levels		●	
Demonstrate effective coping skills when faced with a problem	School Counseling (Category 2; B-SMS 7.)	All Grade Levels	●	●	●

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Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Demonstrate personal safety skills	School Counseling (Category 2; B-SMS 9.)	All Grade Levels	★	★	★
Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	School Counseling (Category 2; B-SMS 10.)	All Grade Levels		●	
Create positive and supportive relationships with other students	School Counseling (Category 2; B-SS 2.)	All Grade Levels	●	●	●
Create relationships with adults that support success	School Counseling (Category 2; B-SS 3.)	All Grade Levels	●	●	●
Demonstrate empathy	School Counseling (Category 2; B-SS 4.)	All Grade Levels	●		●
Demonstrate ethical decision making and social responsibility	School Counseling (Category 2; B-SS 5.)	All Grade Levels	●	●	●
Use effective collaboration and cooperation skills	School Counseling (Category 2; B-SS 6.)	All Grade Levels		●	●
Use leadership and teamwork skills to work effectively in diverse teams	School Counseling (Category 2; B-SS 7.)	All Grade Levels			●
Demonstrate advocacy skills and ability to assert self when necessary	School Counseling (Category 2; B-SS 8.)	All Grade Levels	●	●	●
Demonstrate social maturity and behaviors appropriate to the situation and environment	School Counseling (Category 2; B-SS 9.)	All Grade Levels	●	●	●

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Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Define what a value is and name values that different people and families care about.	Health (K.WHP.1)	Kindergarten			●
Identify three wellness practices that help one feel good and have energy.	Health (K.WHP.4)	Kindergarten		●	
Describe how family and friends influence health practices and behaviors.	Health (K.WHP.6)	Kindergarten		●	
Understand how to identify trusted adults that can help keep people safe at home, at school, and in the community.	Health (K.SFA.2)	Kindergarten	●	●	●
Practice how to ask trusted adults for help when feeling uncomfortable, scared, confused, or unsafe.	Health (K.SFA.3)	Kindergarten	●	●	●
Explain safety rules for home, school, and the community, including firearm safety rules.	Health (K.SFA.4)	Kindergarten	●	●	
Discuss how to use medicines correctly.	Health (K.SUB.1)	Kindergarten		●	
Understand that some medicines and substances can be poisonous.	Health (K.SUB.2)	Kindergarten		●	
Identify family and school rules about medicine use.	Health (K.SUB.3)	Kindergarten		●	
Identify how mental health is a part of overall health and well-being.	Health (K.SEM.2)	Kindergarten		●	
Identify a trusted parent, caregiver, or adult to talk with about feelings.	Health (K.SEM.3)	Kindergarten	●	●	

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Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Identify ways to appreciate and take care of body and mind.	Health (K.SEM.4)	Kindergarten		●	
Understand that all people have the right to feel safe and free from bullying and violence.	Health (K.HRVP.2)	Kindergarten	★	●	★
Recognize that everyone has different interests, likes, and ways to express identities.	Health (K.HRVP.3)	Kindergarten			●
Define what a personal boundary is and recognize that personal boundaries differ in different kinds of relationships and for different people.	Health (K.HRVP.4)	Kindergarten			●
Discuss how to use words to communicate needs and boundaries, and how to listen to the needs of others.	Health (K.HRVP.5)	Kindergarten			●
Describe the characteristics of a trusted adult.	Health (K.HRVP.6)	Kindergarten	●	●	●
Identify that bullying and teasing are harmful.	Health (K.HRVP.7)	Kindergarten			★
Understand that it is never okay to touch someone without their permission.	Health (K.HRVP.8)	Kindergarten			●
Name reproductive body parts, using medically accurate terminology.	Health (K.GD.3)	Kindergarten			●
Acknowledges responsibility for behavior when prompted.	Physical Education (PE.4.K.2)	Kindergarten	●		●
Explain why rules reduce conflict and promote fairness.	Social Sciences (K.1)	Kindergarten	●		●

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Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.	Social Sciences (K.2)	Kindergarten	●		●
For a given problem find a solution that demonstrates fairness and empathy.	Social Sciences (K.19)	Kindergarten	●		●
Recognize at least three dimensions (physical, social, emotional, mental, and/or environmental) of being healthy and well.	Health (1.WHP.1)	First Grade		●	
Identify where to locate trusted adults who can help with health related questions.	Health (1.WHP.4)	First Grade		●	
Recognize how friends and media influence personal health behaviors, both positively and negatively.	Health (1.WHP.5)	First Grade	●	●	●
Discuss why it is important to ask a trusted adult before using online devices.	Health (1.SFA.5)	First Grade			★
Identify trusted adults who can answer questions about medicines and household products.	Health (1.SUB.1)	First Grade		●	
List family, cultural, and school values and rules about medicine use.	Health (1.SUB.2)	First Grade		●	
TSEL Practice 1A Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).	Health (1.SEM.1)	First Grade	●	●	●

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TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.	Health (1.SEM.2)	First Grade	●	●	●
Identify basic brain regions and their functions and recognize that everyone's brain functions differently.	Health (1.SEM.3)	First Grade			●
TSEL Practice 4A Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.	Health (1.HRVP.1)	First Grade			●
Demonstrate healthy ways for friends to express feelings, both physically and verbally.	Health (1.HRVP.2)	First Grade	●		●
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.	Health (1.HRVP.3)	First Grade	★		★
Define consent and discuss how it is important in all types of relationships.	Health (1.HRVP.4)	First Grade	●		
Demonstrate how to communicate wants, needs, and boundaries and how to listen to the needs of others.	Health (1.HRVP.5)	First Grade			●

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Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
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.	Health (1.HRVP.6)	First Grade	★		●
Discuss and affirm different physical characteristics that people may have, including differences in body size, shape, ability, skin color, and hair texture.	Health (1.GD.1)	First Grade			●
Identify medically accurate names for sexual and reproductive anatomy.	Health (1.GD.2)	First Grade			●
Discuss that there are many ways that people can express love and attraction.	Health (1.GD.3)	First Grade			●
Describes positive feelings that result from participating in physical activities.	Physical Education (PE.5.1.3)	First Grade		●	
Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities.	Social Sciences (1.13)	First Grade	●		●
Make connections between the student's family and other families, the student's school and other schools	Social Sciences (1.14)	First Grade	●		●
Discuss how many of our personal values come from families, communities, and culture.	Health (2.WHP.1)	Second Grade		●	●
Describe the benefits of getting enough sleep and potential problems associated with not getting enough sleep.	Health (2.WHP.4)	Second Grade		●	

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Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Identify trusted adults that help keep people safe at home, at school, and in the community.	Health (2.SFA.3)	Second Grade	●	●	●
Discuss threats of safety or harm and protective procedures, including those related to dangerous objects and firearms.	Health (2.SFA.5)	Second Grade	★	★	
Explain why it is important to ask a trusted adult before using online devices.	Health (2.SFA.6)	Second Grade			★
Identify the difference between medicine to help people who are sick and other types of substances that can be harmful to the body.	Health (2.SUB.1)	Second Grade		●	
Describe safety rules for over-the-counter and prescription drug use.	Health (2.SUB.3)	Second Grade		●	
TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses	Health (2.SEM.1)	Second Grade	●	●	●
TSEL Practice 1C Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.	Health (2.SEM.2)	Second Grade	●	●	●

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Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Describe the different ways that people can experience or exhibit stress, anxiety, social isolation, and sadness.	Health (2.SEM.3)	Second Grade	●	●	
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.	Health (2.HRVP.1)	Second Grade	●	●	●
Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.	Health (2.HRVP.2)	Second Grade	●	●	●
Discuss how diversity in race, gender, and ability enrich relationships and communities.	Health (2.HRVP.3)	Second Grade	●		●
Define bodily autonomy, personal boundaries, and consent.	Health (2.HRVP.4)	Second Grade			●
Recognize that friends, family, teachers, and community members can help each other.	Health (2.HRVP.5)	Second Grade	●	●	●
Recognize bullying, cyberbullying, and teasing in multiple types of relationships and the need to tell a trusted source that can help.	Health (2.HRVP.6)	Second Grade			★
Define and identify different forms of violence and abuse, including physical, verbal, sexual, and emotional.	Health (2.HRVP.7)	Second Grade	★		★

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Identify that abuse is never a child's fault and describe how to communicate personal boundaries and report unsafe or unwanted touch.	Health (2.HRVP.8)	Second Grade			●
Identify physical activities that bring confidence and challenge.	Physical Education (PE.5.2.2)	Second Grade		●	
Evaluate how individuals, groups, and communities manage conflict and promote justice and equity.	Social Sciences (2.3)	Second Grade	●		●
Give examples of and identify appropriate and inappropriate use of power and its effect.	Social Sciences (2.4)	Second Grade	●		●
Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).	Social Sciences (2.16)	Second Grade	●	●	●

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Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Discuss what it means to be healthy, considering five dimensions of health (physical, social, emotional, mental, and environmental).	Health (3.WHP.1)	Third Grade		●	
Discuss reasons to go to a healthcare provider for physical and mental health concerns.	Health (3.WHP.5)	Third Grade		★	
Identify ways in which media, social media, and technology influence self-perception, feelings, decisions, and behaviors.	Health (3.WHP.6)	Third Grade		★	★
Practice how to assess and choose safe options when experiencing unsafe situations.	Health (3.SFA.2)	Third Grade	●		
Describe how to identify and respond to emergency situations.	Health (3.SFA.4)	Third Grade	●		
TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.	Health (3.SEM.1)	Third Grade	●	●	●
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	Health (3.SEM.2)	Third Grade	●	●	●

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Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Identify the impacts of stress on mental health.	Health (3.SEM.3)	Third Grade		★	
Explain the importance of talking with trusted adults about feelings.	Health (3.SEM.5)	Third Grade	●	●	●
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.	Health (3.HRVP.1)	Third Grade	●		●
Describe characteristics of a healthy and safe relationship.	Health (3.HRVP.2)	Third Grade			●
Discuss the importance of using affirming language around protected classes of people including people of all genders, race and ethnicities, sexual orientations, and abilities.	Health (3.HRVP.3)	Third Grade			●
Demonstrate effective ways to verbally and nonverbally communicate personal boundaries and show respect for the boundaries of others.	Health (3.HRVP.4)	Third Grade			●
Identify trusted support people and helpers to talk to about uncomfortable situations or when a boundary has been crossed.	Health (3.HRVP.5)	Third Grade	●	●	●
Discuss attributes and characteristics that make every person unique and valued, including physical diversity and neurodiversity.	Health (3.GD.1)	Third Grade			●

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Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Identify the medically accurate names for body parts, including external and internal sexual and reproductive anatomy.	Health (3.GD.2)	Third Grade			●
Recognize that puberty is a time of physical, emotional, and social changes that is a part of human development.	Health (3.GD.3)	Third Grade			●
Recognize that there are different kinds of families that have unique characteristics and identities.	Health (3.GD.5)	Third Grade			●
Explain that many people enjoy consensual affection and physical closeness throughout their lives and every individual gets to decide what they are comfortable with.	Health (3.SRH.1)	Third Grade			●
Exhibits personal responsibility in teacher-directed activities.	Physical Education (PE.4.3.2)	Third Grade	●		
Praises others for their success in movement performance.	Physical Education (PE.4.3.4)	Third Grade			●
Describes the positive social inter-actions that come when engaged with others in physical activity.	Physical Education (PE.5.3.4)	Third Grade			★
Identify and compare different ways of looking at an event, issue, or problem with an emphasis on multiple perspectives.	Social Sciences (3.18)	Third Grade	●	●	●

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Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.	Social Sciences (3.19)	Third Grade	●	●	●
Identify individual, cultural, and family values that affect one's health.	Health (4.WHP.1)	Fourth Grade	●	●	●
Identify the steps of what to do if firearms are seen or found.	Health (4.SFA.1)	Fourth Grade	●	●	
Identify strategies for staying safe online.	Health (4.SFA.2)	Fourth Grade			★
TSEL Practice 5C Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.	Health (4.SEM.1)	Fourth Grade	●	●	●
Identify ways of dealing with stress, anxiety, social isolation, and depression that contribute to the well-being and mental health of self and others.	Health (4.SEM.2)	Fourth Grade		★	
TSEL Practice 4D Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.	Health (4.HRVP.1)	Fourth Grade	●	●	●
Discuss how power and inequality influence different types of relationships and boundaries.	Health (4.HRVP.3)	Fourth Grade			★

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Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Demonstrate ways to treat all people with dignity and respect, including people of all genders, gender expressions, and gender identities.	Health (4.HRVP.4)	Fourth Grade			★
Discuss communication skills to build healthy relationships and manage conflict.	Health (4.HRVP.6)	Fourth Grade			●
Identify situations when someone is being abused or harassed and identify people or resources to get help from.	Health (4.HRVP.7)	Fourth Grade			★
Demonstrate how to be an upstander to respond to bullying or teasing based on physical characteristics, ability, or cultural identity.	Health (4.HRVP.8)	Fourth Grade			★
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.	Health (4.GD.3)	Fourth Grade			●
Recognize that people can show affection and care for other people in different ways, including consensual kissing, hugging, and touching.	Health (4.SRH.1)	Fourth Grade			●
Reflects on personal social behavior in physical activity.	Physical Education (PE.4.4.2)	Fourth Grade	●		●
Works safely with peers and equipment in physical activity settings.	Physical Education (PE.4.4.5)	Fourth Grade	●		●

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Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Explain individual and cooperative approaches people have taken, or could take in the future, to address local, regional, and global problems, as well as predict possible results of those actions.	Social Sciences (4.23)	Fourth Grade	●	●	●
Reflect on what the five dimensions of health (physical, social, emotional, mental, and environmental) look like for individuals, families, and communities.	Health (5.WHP.1)	Fifth Grade		●	
Compare and contrast safe and unsafe situations and events.	Health (5.SFA.1)	Fifth Grade	●	●	●
Demonstrate how to identify and communicate with trusted adults to keep people safe at home, at school, and in the community.	Health (5.SFA.4)	Fifth Grade	●	●	●
Explain the importance of being inclusive and affirming and making accessible accommodations for people with disabilities.	Health (5.SFA.5)	Fifth Grade			●
Describe internet safety rules and how to respond to cyberbullying and exposure to inappropriate material.	Health (5.SFA.7)	Fifth Grade			★
Describe how alcohol, marijuana/cannabis, tobacco, and other substances impact the human body and brain, interpersonal relationships, and decision-making.	Health (5.SUB.2)	Fifth Grade		●	

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Describe the appropriate use for over-the-counter and prescription medicines.	Health (5.SUB.3)	Fifth Grade		●	
TSEL Practice 5B Make informed choices and identify solutions for personal and social injustices after analyzing all types of information.	Health (5.SEM.1)	Fifth Grade	●	●	●
Reflect on external factors and systems that may contribute to stress and anxiety, including microaggressions, and identify coping strategies.	Health (5.SEM.2)	Fifth Grade	●	●	
Identify the benefits of talking to trusted adults about feelings and thoughts.	Health (5.SEM.3)	Fifth Grade	●	●	●
Identify potential impacts of social media on mental health and body image.	Health (5.SEM.4)	Fifth Grade	●	●	●
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.	Health (5.SEM.5)	Fifth Grade	●	●	●
Analyze the impact of identity-based bullying and violence on mental health.	Health (5.SEM.6)	Fifth Grade	★		★

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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.	Health (5.HRVP.1)	Fifth Grade	●	●	●
Describe how friendship and love can be expressed differently as children become adolescents.	Health (5.HRVP.2)	Fifth Grade	●	●	●
Identify characteristics of safe and equitable relationships.	Health (5.HRVP.3)	Fifth Grade	●	●	●
Explain the relationship between consent, personal boundaries, and bodily autonomy.	Health (5.HRVP.4)	Fifth Grade	●		●
Explain why it is harmful to tease or bully others based on personal abilities, characteristics, or identities.	Health (5.HRVP.5)	Fifth Grade		●	★
Define sexual harassment, trafficking, and domestic violence.	Health (5.HRVP.6)	Fifth Grade	●		★
Identify that abuse is never a child's fault and demonstrate how to communicate personal boundaries and report unsafe or unwanted touch.	Health (5.HRVP.7)	Fifth Grade	●		●

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Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Describe the human sexual and reproductive system, including external and internal anatomy and basic functions.	Health (5.GD.1)	Fifth Grade			●
Examine the physical, social, and emotional changes during puberty and adolescence.	Health (5.GD.2)	Fifth Grade			●
Identify trusted adults, including parents, caregivers, and health care professionals, to ask questions about puberty and adolescent health.	Health (5.GD.3)	Fifth Grade		●	●
Define gender identity, gender expression, gender roles, and sex assigned at birth, and sexual orientation.	Health (5.GD.5)	Fifth Grade		●	●
Identify trusted adults one could talk to about sexual orientation questions.	Health (5.GD.6)	Fifth Grade		●	●
Describe how genetics can affect personal and family health.	Health (5.GD.7)	Fifth Grade		●	
Discuss different personal, familial, and cultural values about physical and emotional intimacy.	Health (5.SRH.1)	Fifth Grade		●	
Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).	Physical Education (PE.4.5.1)	Fifth Grade			●
Gives corrective feedback respectfully to peers.	Physical Education (PE.4.5.4)	Fifth Grade			●

School Safety and Prevention

Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Applies skills of accepting and respecting players of all skill levels to general physical activity.	Physical Education (PE.4.5.5)	Fifth Grade			●
Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).	Physical Education (PE.5.5.3)	Fifth Grade			●
Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.	Social Sciences (5.1)	Fifth Grade	●	●	●
Describe how physical, human and political features influence events, movements, and adaptation to the environment.	Social Sciences (5.11)	Fifth Grade	●	●	●
Describe how technological developments, societal decisions, and personal practices affects sustainability in the United States.	Social Sciences (5.12)	Fifth Grade	●	●	●
Describe how natural and human-made events in one place affect people in other places.	Social Sciences (5.13)	Fifth Grade	●	●	●

School Safety and Prevention

Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).	Social Sciences (5.21)	Fifth Grade	●	●	●
Explain why individuals and groups, including ethnic and religious groups, and traditionally marginalized groups during the same historical period differed in their perspectives of events.	Social Sciences (5.24)	Fifth Grade	●	●	●
Analyze multiple accounts or perspectives of the same event, issue, problem or topic and describe important similarities and differences.	Social Sciences (5.25)	Fifth Grade	●	●	●
Gather, assess, and use information from multiple primary and secondary sources (such as print, electronic, interviews, speeches, images) to examine an event, issue, or problem through inquiry and research.	Social Sciences (5.26)	Fifth Grade	●	●	●
Identify characteristics of an event, issue, or problem, suggesting possible causes and results.	Social Sciences (5.27)	Fifth Grade	●	●	●

School Safety and Prevention

Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Propose a response or solution to an issue or problem, utilizing research, to support the position.	Social Sciences (5.28)	Fifth Grade	●	●	●
Use a range of collaborative procedures to make decisions about and act on civic issues or problems.	Social Sciences (5.29)	Fifth Grade	●	●	●
Describe the interrelationship of the five dimensions of health (physical, social, emotional, mental, and environmental).	Health (6.WHP.1)	Sixth Grade		●	●
Distinguish between habits that enhance or hinder personal health.	Health (6.WHP.4)	Sixth Grade		●	
Demonstrate how to access valid and reliable health information online for building health habits	Health (6.WHP.6)	Sixth Grade		●	
Define different forms of discrimination and understand how it influences the health of communities	Health (6.WHP.7)	Sixth Grade	●	●	●
Identify unsafe situations at home, at school, and in communities that can lead to injury.	Health (6.SFA.1)	Sixth Grade		●	●
Understand firearm safety rules for individuals, families, and communities	Health (6.SFA.3)	Sixth Grade	●	●	

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Distinguish when decisions around digital safety, managing privacy online, and protecting against identity theft can be made individually or with help from others	Health (6.SFA.4)	Sixth Grade	★		★
Explain differences between use, misuse, and abuse of substances	Health (6.SUB.1)	Sixth Grade		●	
Discuss short- and long-term mental, physical, and social health consequences of substance use and misuse, including vaping of nicotine and marijuana/cannabis.	Health (6.SUB.2)	Sixth Grade		●	
Identify how “fake pills” and other substances could contain fentanyl and other unknown harmful and deadly chemicals	Health (6.SUB.4)	Sixth Grade		●	
Discuss the relationship between using substances and other health risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.	Health (6.SUB.5)	Sixth Grade	★	★	★
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.	Health (6.SUB.6)	Sixth Grade		●	●

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Discuss communication skills to avoid alcohol, marijuana/cannabis, tobacco and drug use, especially in peer-pressure situations	Health (6.SUB.8)	Sixth Grade		●	●
Analyze health-related messages in print and electronic materials to determine credibility of the health message related to substance use	Health (6.SUB.9)	Sixth Grade		●	●
Explain why it is important to respect different nutrition choices based on culture, needs, and preferences	Health (6.FNP.2)	Sixth Grade			●
Analyze how internal and external influences can affect decisions about eating and physical activity	Health (6.FNP.3)	Sixth Grade			●
Discuss the physical and mental impacts of missing, skipping meals, or 'fad' dieting.	Health (6.FNP.5)	Sixth Grade		●	●
Identify intuitive eating practices that can increase a person's healthy relationship with food, and lower the risk for eating disorders and disordered eating	Health (6.FNP.6)	Sixth Grade		●	●
TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses	Health (6.SEM.1)	Sixth Grade	●	●	●

School Safety and Prevention

Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Demonstrate how to access credible mental health information and services in the community, including the Suicide & Crisis Lifeline 988	Health (6.SEM.2)	Sixth Grade	●	●	●
Describe how sharing information about self and others online can impact social, emotional, and mental health	Health (6.SEM.3)	Sixth Grade	●	●	●
Describe how prejudice, discrimination, and bias can impact mental health, violence, and traumatic stress.	Health (6.SEM.4)	Sixth Grade	★	★	★
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.	Health (6.HVRP.1)	Sixth Grade	●	●	●
Discuss how family, media, social media, society, culture, and personal identities can influence attitudes, beliefs, and expectations about relationships and physical affection	Health (6.HVRP.2)	Sixth Grade	●	●	●
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.	Health (6.HVRP.3)	Sixth Grade	★	★	★

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Describe personal feelings when boundaries, consent, and privacy needs are not respected.	Health (6.HVRP.4)	Sixth Grade	●	●	●
6.HVRP.5 Practice communication skills to build healthy relationships and manage conflict.			●	●	●
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	Health (6.HVRP.6)	Sixth Grade	★	★	★
Demonstrate strategies to use technology and social media safely, legally, and respectfully.	Health (6.HVRP.7)	Sixth Grade	●		●
Create an advocacy message that describes the role of upstanders in preventing or stopping bullying and cyberbullying.	Health (6.HVRP.8)	Sixth Grade		★	★
Define child sexual abuse, sexual assault, sexual exploitation, and gender-based violence and analyze potential impacts on physical, social, emotional, and mental health.	Health (6.HVRP.9)	Sixth Grade	★	★	★
Recognize some of the ways in which norms and laws around gender and sexual orientation have changed over time	Health (6. HVRP.10)	Sixth Grade		●	●

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Describe how to show respect for one's own physical appearance, the appearance of others, and how it impacts self-esteem.	Health (6.GD.1)	Sixth Grade		●	●
Identify the human sexual and reproductive systems, including external and internal anatomy and their functions, and recognize that there are variations in human bodies	Health (6.GD.2)	Sixth Grade			●
Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, and timing of pubertal onset)	Health (6.GD.3)	Sixth Grade			●
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.	Health (6.GD.4)	Sixth Grade			●
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.	Health (6.GD.5)	Sixth Grade	●	●	●
Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, two-spirit, and pansexual	Health (6.GD.6)	Sixth Grade	●		●

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Recognize that there are many kinds of family structures and discuss ways in which families can change	Health (6.GD.7)	Sixth Grade	●	●	●
Identify examples of how culture, religion, society, technology, and media influence understanding and expressions of sexuality	Health (6.SRH.1)	Sixth Grade	●	●	●
Identify factors that are important in deciding whether and when to engage in romantic and sexual behaviors	Health (6.SRH.3)	Sixth Grade			●
Demonstrate communicating with trusted adults and asking questions about comprehensive sexual and reproductive health.	Health (6.SRH.9)	Sixth Grade		●	●
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	Health (6.SRH.10)	Sixth Grade		●	●
Discuss the importance of sexual and reproductive health care that aligns with personal needs, desires, and cultural values	Health (6.SRH.11)	Sixth Grade		●	●
Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.	Physical Education (PE.4.6.3)	Sixth Grade			●

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Cooperates with a small group of classmates during all class activities under teacher guidance.	Physical Education (PE.4.6.4)	Sixth Grade			●
Demonstrates respect for self and others by following the rules, encouraging others and playing in the spirit of the game or activity.	Physical Education (PE.5.6.5)	Sixth Grade			●
Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	Social Sciences (6.3)	Sixth Grade	●	●	●
Recognize historical and contemporary means of changing societies and promoting the common good.	Social Sciences (6.4)	Sixth Grade	●	●	●
Investigate current issues and how they relate to other countries.	Social Sciences (6.5)	Sixth Grade	●	●	●
Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the countries of the Western Hemisphere.	Social Sciences (6.17)	Sixth Grade	●	●	●
Analyze cause and effect relationships within the living histories of ethnic groups, religious groups, and other traditionally marginalized groups in the Western Hemisphere.	Social Sciences (6.20)	Sixth Grade	●		●

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).	Social Sciences (6.21)	Sixth Grade	●		●
Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research.	Social Sciences (6.24)	Sixth Grade	●	●	●
Critique information by determining its sufficiency to answer questions and if the source is credible.	Social Sciences (6.25)	Sixth Grade	●	●	●
Analyze how a specific problem can manifest itself at local, regional, and global levels. Identify challenges and opportunities faced by those trying to address a specific problem.	Social Sciences (6.26)	Sixth Grade	●	●	●
Assess individual and collective capacities to take action to address local and regional issues, taking into account a range of possible levers of power, strategies and potential outcomes.	Social Sciences (6.27)	Sixth Grade	●	●	●

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of these arguments.	Social Sciences (6.28)	Sixth Grade	●	●	●
Describe how personal values, self-esteem, and identity affect personal health.	Health (7.WHP.1)	Seventh Grade	●	●	●
Analyze how personal practices and behaviors reduce or prevent disease, including health screenings.	Health (7.WHP.2)	Seventh Grade		●	●
Set a personal health goal for a habit that promotes physical, social, emotional, mental, and environmental health.	Health (7.WHP.4)	Seventh Grade	●	●	●
Practice and demonstrate communication skills to improve personal health, including communicating with healthcare providers.	Health (7.WHP.5)	Seventh Grade		●	
Analyze the influence of family, school, peers, culture, technology, media, social media, personal values, and perceived norms on the dimensions of health.	Health (7.WHP.6)	Seventh Grade		●	
Evaluate how social determinants of health influence health outcomes.	Health (7.WHP.7)	Seventh Grade		●	
Discuss how to reduce the risk of unintentional injuries for individuals, families, and communities.	Health (7.SFA.1)	Seventh Grade	★	★	★

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Identify unsafe situations at home, at school, and in communities that can lead to injury and describe possible strategies to reduce risk.	Health (7.SFA.2)	Seventh Grade	★	★	★
Demonstrate how to ask for help to promote personal safety and injury prevention for self and others	Health (7.SFA.4)	Seventh Grade	★	★	★
Describe basic fire safety and wildfire prevention steps.	Health (7.SFA.6)	Seventh Grade			●
Describe strategies for using social media safely, legally, and respectfully	Health (7.SFA.7)	Seventh Grade			●
Evaluate the differences between addictive behavior, addiction, and dependence and their impacts on self and society	Health (7.SUB.1)	Seventh Grade		●	●
Analyze the effects of substance use, misuse, and abuse on communities and society.	Health (7.SUB.2)	Seventh Grade		●	●
Analyze the outcomes of making decisions to not use alcohol, marijuana/cannabis, tobacco, anabolic steroids, and other drugs.	Health (7.SUB.3)	Seventh Grade		●	●
Explore data on current trends around opioids, including fentanyl, and other substance use, misuse, and abuse.	Health (7.SUB.4)	Seventh Grade		●	●

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Describe the social and economic consequences of substance use, misuse, abuse on self, families, and communities.	Health (7.SUB.5)	Seventh Grade		●	●
Examine risk and protective factors to prevent use, misuse, and abuse of substances, and list alternatives to using.	Health (7.SUB.6)	Seventh Grade	●	●	●
Analyze how personal and family beliefs can affect decisions about substance use.	Health (7.SUB.7)	Seventh Grade		●	●
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.	Health (7.SUB.8)	Seventh Grade	●	●	●
Describe situations that require professional substance abuse treatment services and locate valid information and community resources	Health (7.SUB.9)	Seventh Grade		●	●
Identify the social, emotional, and cognitive benefits of eating nutrient dense foods and engaging in regular physical activity.	Health (7.FNP.6)	Seventh Grade		●	
Identify how personal food and beverage choices, including eating times, affects health and well being	Health (7.FNP.7)	Seventh Grade		●	

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Describe personal hunger and fullness cues.	Health (7.FNP.8)	Seventh Grade		●	
TSEL Practice 1D Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.	Health (7.SEM.1)	Seventh Grade	●	●	●
TSEL Practices 2B Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective	Health (7.SEM.2)	Seventh Grade	●	●	●
Identify and discuss causes, symptoms, and impacts of depression, anxiety, including eating disorders and disordered eating, trauma, self-harm, and suicide.	Health (7.SEM.3)	Seventh Grade	★	★	★
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	Health (7.SEM.4)	Seventh Grade		★	★
Develop a plan to practice effective and appropriate communication skills via electronic devices and social media to prevent and resolve interpersonal conflict.	Health (7.SEM.5)	Seventh Grade		●	●

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Identify how connecting with the community, and personal and cultural identity development contribute to mental health.	Health (7.SEM.6)	Seventh Grade		●	●
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.	Health (7.SEM.7)	Seventh Grade	●	●	●
Identify laws related to student mental health days and age of consent to mental health services.	Health (7.SEM.8)	Seventh Grade		●	
TSEL Practice 3A Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.	Health (7.HRVP.1)	Seventh Grade	●	●	●
Discuss the right of all people to decide if, when and, with whom to be in a relationship.	Health (7.HRVP.2)	Seventh Grade			●
Identify strategies to maintain a safe relationship, end an unsafe, inequitable, or unhealthy relationship, manage conflict, and navigate rejection.	Health (7.HRVP.3)	Seventh Grade	●	●	●
Compare multiple external influences that have an impact on one's attitudes about gender and gender identity.	Health (7.HRVP.4)	Seventh Grade		●	●

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Explain the impact that media, including social media, sexually explicit media and sexting, can have on one's body image and self-esteem.	Health (7.HRVP.5)	Seventh Grade		●	●
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.	Health (7.HRVP.6)	Seventh Grade	★	★	★
Analyze dating violence and sexual violence, including harassment, abuse, and trafficking, and their impact on physical, social, emotional, and mental health.	Health (7.HRVP.7)	Seventh Grade	★	★	★
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.	Health (7.HRVP.8)	Seventh Grade	★	★	★
Identify strategies that people might use to traffic and exploit youth, actions to prevent and counter trafficking, and places to get help.	Health (7.HRVP.9)	Seventh Grade			●
Identify state and federal laws on sexual consent and mandatory reporting.	Health (7.HRVP.10)	Seventh Grade			●

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Discuss how peers, media, family, and culture can influence self-concept, body image, and self-esteem.	Health (7.GD.1)	Seventh Grade		●	●
Describe how puberty can prepare human bodies for the potential to reproduce and that some people have conditions that impact the ability to reproduce.	Health (7.GD.2)	Seventh Grade		●	●
Describe human reproductive systems, including the external and internal body parts and their functions, and variations in human bodies, including intersex conditions.	Health (7.GD.3)	Seventh Grade		●	●
Access medically accurate, not fear- or shame- based, comprehensive, and inclusive sources of information about sexual and romantic orientation.	Health (7.GD.4)	Seventh Grade	●	●	●
Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexuality	Health (7.SRH.1)	Seventh Grade	●	●	●
Apply a decision-making model to choices about engaging in sexual behaviors.	Health (7.SRH.2)	Seventh Grade		●	●
Describe a range of ways a viable pregnancy can occur.	Health (7.SRH.3)	Seventh Grade		●	●

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them.	Health (7.SRH.4)	Seventh Grade		●	●
Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.	Health (7.SRH.5)	Seventh Grade		●	●
Discuss the symptoms and treatments of various sexually transmitted infections (STIs), including HIV/AIDS.	Health (7.SRH.6)	Seventh Grade		●	●
Describe the steps to using barrier methods correctly, including external and internal condoms and dental dams.	Health (7.SRH.7)	Seventh Grade		●	●
Identify medically accurate sources of information about comprehensive sexual and reproductive health.	Health (7.SRH.8)	Seventh Grade		●	●
Examine how discrimination and racism negatively impact sexual and reproductive health.	Health (7.SRH.9)	Seventh Grade		●	
Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.	Physical Health (PE.4.7.1)	Seventh Grade			●

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Provides corrective feedback to a peer, using teacher-generated guide- lines, and incorporating appropriate tone and other communication skills.	Physical Health (PE.4.7.2)	Seventh Grade			•
Demonstrates cooperation skills by following established rules and guidelines for resolving conflicts.	Physical Education (PE.4.7.3)	Seventh Grade			•
Problem-solves with a small group of classmates during all class activities with limited teacher guidance.	Physical Education (PE.4.7.4)	Seventh Grade			•
Demonstrates the importance of social interaction by helping and encouraging others, providing support to classmates.	Physical Education (PE.4.7.5)	Seventh Grade			•
Investigate various current issues in the Eastern Hemisphere and how they relate to other countries throughout the world.	Social Sciences (7.3)	Seventh Grade	•	•	•
Compare historical and contemporary means of changing societies and promoting the common good.	Social Sciences (7.5)	Seventh Grade	•	•	•
Describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental).	Health (8.WHP.1)	Eighth Grade		•	

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Describe strategies to integrate healthy habits related to sleep, physical activity, hygiene, breakfast, social media, and technology habits.	Health (8.WHP.4)	Eighth Grade		●	
Identify personal signs and symptoms of needing healthcare and discuss age of consent laws for accessing physical health services.	Health (8.WHP.5)	Eighth Grade		●	
Describe how societal issues of inequity, discrimination, and poverty influence the ability to engage in healthy behavior.	Health (8.WHP.7)	Eighth Grade	●	●	●
Analyze the likelihood of personal injury or illness if engaging in unsafe and unhealthy behaviors.	Health (8.SFA.2)	Eighth Grade	●	●	●
Work cooperatively to create projects that advocate for practices that promote safe and accessible communities.	Health (8.SFA.4)	Eighth Grade	★	★	★
Understand how substance use, misuse, and abuse affects the basic function of the central and autonomic nervous systems including brain function.	Health (8.SUB.2)	Eighth Grade	●	●	
Describe the risks of fentanyl exposure and overdose and identify harm reduction strategies, including testing, naloxone, and other interventions.	Health (8.SUB.3)	Eighth Grade		●	

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Examine the relationship between substance use, misuse, and abuse risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.	Health (8.SUB.4)	Eighth Grade	★	★	★
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.	Health (8.FNP.6)	Eighth Grade		●	
Examine food insecurity and injustice, lack of access, and impacts on individual and community health, cultural preservation and practices.	Health (8.FNP.7)	Eighth Grade		●	●
TSEL Practice 1D Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.	Health (8.SEM.1)	Eighth Grade	★	★	★
TSEL Practice 5C Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.	Health (8.SEM.2)	Eighth Grade	●	●	●

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Develop an action plan to respond to stress, anxiety, including eating disorders and disordered eating, depression, self-harming behaviors, trauma, substance use and abuse, or suicidal thoughts.	Health (8.SEM.3)	Eighth Grade	★	★	★
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 abuse, and suicidal ideation.	Health (8.SEM.4)	Eighth Grade		★	
Discuss the impact of social media use on our social, emotional, and mental health for individuals and the community	Health (8.SEM.5)	Eighth Grade	●	●	●
Analyze how social systems of inequity and discrimination impact mental health and well-being, and identify ways to promote health equity and justice.	Health (8.SEM.6)	Eighth Grade	●	●	●
Discuss how state and federal laws and policies can influence access to mental health.	Health (8.SEM.7)	Eighth Grade	●	●	●

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Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
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.	Health (8.HVRP.1)	Eighth Grade	●		●
Examine how power, privilege, positionality, and inequity are root causes of interpersonal and community violence and discuss what people can do to prevent it.	Health (8.HRVP.2)	Eighth Grade	●		●
Demonstrate how to use gender-affirming language with and about people of all gender identities and/or gender expressions.	Health (8.HRVP.3)	Eighth Grade	●	●	●
Demonstrate verbal and nonverbal communication skills that express personal boundaries and consent and how to show respect for the boundaries of others.	Health (8.HRVP.4)	Eighth Grade			●
Demonstrate strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.	Health (8.HRVP.5)	Eighth Grade			●
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.	Health (8.HRVP.6)	Eighth Grade			●

School Safety and Prevention

Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Explain the impact that media, including social media, sexually explicit media and sexting, can have on one's body image, self-esteem, and relationships.	Health (8.HRVP.7)	Eighth Grade			●
Identify the short- and long-term impacts of bullying for the people targeted, the people who perpetrate bullying, bystanders, and upstanders.	Health (8.HRVP.8)	Eighth Grade	★	★	★
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.	Health (8.HRVP.9)	Eighth Grade	★	★	★
Collaborate with others to advocate for raising awareness and reducing the risk related to trafficking in physical and online settings.	Health (8.HRVP.10)	Eighth Grade			●
Describe the state and federal laws on sexual consent, child pornography, sexting, and sex trafficking.	Health (8.HRVP.11)	Eighth Grade			●
Reflect on external influences that may affect personal body image and how others are perceived.	Health (8.GD.1)	Eighth Grade		●	●
Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health.	Health (8.GD.2)	Eighth Grade		●	●

School Safety and Prevention

Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Identify the rights of students and the responsibilities of schools under Oregon's Menstrual Dignity Act.	Health (8.GD.3)	Eighth Grade		●	●
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.	Health (8.GD.4)	Eighth Grade		●	●
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.	Health (8.GD.5)	Eighth Grade		●	●
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.	Health (8.SRH.1)	Eighth Grade		●	●
Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms, and/or contraception.	Health (8.SRH.3)	Eighth Grade			●
Practice using a decision-making model in response to various sexual health scenarios.	Health (8.SRH.4)	Eighth Grade			●

School Safety and Prevention

Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Discuss how oppression against historically and currently marginalized people impacts sexual and reproductive health and rates of violence.	Health (8.SRH.12)	Eighth Grade			●
Exhibits responsibility for self and promotes responsibility in others.	Physical Education (PE.4.8.1)	Eighth Grade			●
Provides encouragement and feedback to peers without prompting from the teacher.	Physical Education (PE.4.8.2)	Eighth Grade			●
Responds appropriately to participants' ethical and unethical behavior during physical activity by using established rules and guidelines for resolving conflicts.	Physical Education (PE.4.8.3)	Eighth Grade			●
Cooperates with classmates on problem-solving initiatives using self-directed behaviors.	Physical Education (PE.4.8.4)	Eighth Grade			●
Identifies positive mental and emotional aspects of participating in a variety of physical activities.	Physical Education (PE.5.8.2)	Eighth Grade		●	
Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with a group challenge.	Physical Education (PE.5.8.3)	Eighth Grade			●
Identifies why self-selected physical activities create enjoyment.	Physical Education (PE.5.8.4)	Eighth Grade		●	

School Safety and Prevention

Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and traditionally marginalized groups.	Social Sciences (8.7)	Eighth Grade	●	●	●
Demonstrates the importance of social interaction by helping and encouraging others, providing support to classmates.	Physical Education (PE.5.8.5)	Eighth Grade			●
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.	Health (HS.WHP.1)	High School	●	●	●
Discuss personal and family values and behaviors that impact individual, interpersonal, and community health.	Health (HS.WHP.2)	High School		●	●
Identify at least two strategies to promote health and wellness for individuals, families, and communities.	Health (HS.WHP.5)	High School	●	●	●
Demonstrate how to access medically accurate, comprehensive, and inclusive health related resources online and in the community or at school.	Health (HS.WHP.7)	High School	●	●	

School Safety and Prevention

Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Advocate for everyone, regardless of physical ability or location, to have access to nutritious food, clean water, clean air, and accessible places.	Health (HS.WHP.11)	High School			●
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.	Health (HS.SFA.5)	High School			●
Evaluate strategies for using social media safely, legally, and respectfully.	Health (HS.SFA.7)	High School	●	●	●
Identify and promote protective factors related to substance use, misuse, and abuse, including harm reduction and emergency action.	Health (HS.SUB.1)	High School	●	●	●
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.	Health (HS.SUB.3)	High School		●	
Analyze the data on overdose and fentanyl laced over-the-counter and prescription medications	Health (HS.SUB.5)	High School		●	

School Safety and Prevention

Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Analyze the relationship between substance use, misuse, abuse and other health risks, including unintentional injuries, violence, self-harm, suicide, and sexual risk behaviors.	Health (HS.SUB.6)	High School		★	★
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.	Health (HS.SUB.7)	High School			●
Demonstrate decision-making skills in regards to substance use, misuse, and abuse in varying situations.	Health (HS.SUB.9)	High School			●
Evaluate communication skills to manage social pressure to avoid or reduce health risks around substance use.	Health (HS.SUB.10)	High School			●
Describe how to access support services needed for substance misuse and abuse, harm reduction services, including needle exchanges, test strips, and prescription disposal sites, and community resources to help someone stop using.	Health (HS.SUB.11)	High School			●

School Safety and Prevention

Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Analyze how people from all cultures and backgrounds are connected by their use of and shared experiences around food.	Health (HS.FNP.7)	High School			●
TSEL Practices 2C Plan, evaluate, and achieve personal and collective goals and aspirations.	Health (HS.SEM.1)	High School		●	
Analyze physical and psychological effects of stress, anxiety, depression, social isolation, and individual and collective trauma.	Health (HS.SEM.3)	High School	●	●	●
Identify activities that promote social, emotional, and mental health.	Health (HS.SEM.4)	High School	●	●	●
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.	Health (HS.SEM.5)	High School	●	●	●
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.	Health (HS.SEM.6)	High School	★	★	★
Analyze the impact of media, marketing, social media, internet use, and other technologies on social, mental, and emotional health.	Health (HS.SEM.7)	High School	●	●	●

School Safety and Prevention

Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Advocate for safer school communities to prevent bullying and violence and improve mental health.	Health (HS.SEM.8)	High School	★	★	★
Analyze laws related to minors accessing mental health care.	Health (HS.SEM.9)	High School	●	●	●
TSEL Practices 2A Manage and express thoughts, emotions, impulses, and stressors ways that affirm one's identity	Health (HS.HRVP.1)	High School	●	●	●
Analyze different ways that people can express consensual physical affection, love, friendship, empathy, and sympathy within different types of relationships.	Health (HS.HRVP.2)	High School	●	●	●
Analyze how culture and society can perpetuate stereotypes and expectations of people with different genders in relationships	Health (HS.HRVP.3)	High School		●	●
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.	Health (HS.HRVP.4)	High School		●	●
Apply a decision-making model to maintaining a healthy relationship and ending an unhealthy relationship.	Health (HS.HRVP.5)	High School		●	●

School Safety and Prevention

Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Describe how to access resources for survivors of interpersonal violence, sexual violence and sex trafficking, including local confidential advocacy resources.	Health (HS.HRVP.6)	High School	★	★	★
Demonstrate ways to support a fellow student who is being sexually harassed or abused.	Health (HS.HRVP.7)	High School		★	★
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.	Health (HS.HRVP.8)	High School	●	●	
Model how to be an upstander by addressing hurtful comments, addressing concepts of intent, impact, and repair.	Health (HS.HRVP.9)	High School	★	★	★
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.	Health (HS.HRVP.10)	High School	★	★	★
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.	Health (HS.HRVP.11)	High School	★	★	★

School Safety and Prevention

Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Explain trafficking, including tactics people use to traffic and exploit youth.	Health (HS.HRVP.12)	High School		●	●
Summarize individual rights and responsibilities in regards to sexual consent, sexually explicit media, and sexting under state and federal law.	Health (HS.HRVP.13)	High School			●
Analyze how peers, media, family, society, history, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem.	Health (HS.GD.1)	High School	●	●	●
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.	Health (HS.GD.2)	High School		●	●
Describe the cognitive, social, and emotional changes of adolescence and throughout adulthood.	Health (HS.GD.3)	High School		●	●
Analyze the impact of Oregon's Menstrual Dignity Act on menstruation stigma and period poverty.	Health (HS.GD.4)	High School		●	●

School Safety and Prevention

Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Explain how identity-affirming support from peers, families, schools, communities and health care providers can improve a person's health and well-being.	Health (HS.GD.5)	High School		●	●
Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual and romantic orientation.	Health (HS.GD.6)	High School		●	●
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.	Health (HS.SRH.10)	High School	●	●	●
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.	Health (HS.SRH.13)	High School	●	●	●
Define reproductive justice and explain its history and how it relates to sexual health and health equity.	Health (HS.SRH.15)	High School		●	●

School Safety and Prevention

Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Analyze how history can influence attitudes, beliefs, and expectations about sexuality and identity, including the history of medical experimentation and eugenics.	Health (HS.SRH.16)	High School	●	●	●
Level 1 - Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity.	Physical Education (PE.4.HS.2)	High School			●
Level 2 - Apply conflict resolution strategies in appropriate ways and analyze potential consequences when confronted with unsportsmanlike behavior.	Physical Education (PE.4.HS.2)	High School			★
Level 1 - Demonstrate respect for all individual differences, including gender, ethnicity, and physical ability during physical activity.	Physical Education (PE.4.HS.4)	High School			★
Level 2 - Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.	Physical Education (PE.4.HS.4)	High School			★
Level 1 - Analyzes the health benefits of a self-selected physical activity.	Physical Education (PE.5.HS.1)	High School		●	
Analyze the impact of constitutional amendments on groups, individuals, institutions, national order.	Social Sciences (HS.1)	High School	●	●	●

School Safety and Prevention

Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Examine the power of government and evaluate the reasoning and impact of Supreme Court decisions on the rights of individuals and groups (for example, Marbury v. Madison, Roe v. Wade, D.C. v. Heller, Loving v. Virginia, Plessy v. Ferguson, Obergefell v. Hodges, Brown v. Board, Cherokee Nation v. Georgia, Reed v. Reed, Oregon Employment Division vs. Smith, Korematsu v. US, Dartmouth v. Woodward, Mendez v. Westminster, etc.).	Social Sciences (HS.12)	High School	●	●	●
Identify and analyze ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), their relevant historic and current contributions to Oregon the United States, and the world.	Social Sciences (HS.63)	High School			

School Safety and Prevention

Content Standards Alignment

Standards Description	Standards And Code	Grade Level	Violence Prevention	Suicide Prevention	Bullying Prevention
Identify and analyze multiple and diverse perspectives as critical consumers of information.	Social Sciences (HS.73)	High School	●	●	●
Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.	Social Sciences (HS.74)	High School	●	●	●
Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	Social Sciences (HS.75)	High School	●	●	●
Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.	Social Sciences (HS.76)	High School	●	●	●
Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.	Social Sciences (HS.77)	High School	●	●	●