



2023 Health Education Standards

K-12 Learning Progressions by Topic Area and Subtopics

This tool is meant to assist teachers in visualizing the K-12 learning progressions of Health Education content. [Oregon’s 2023 Health Education Standards](#) are organized into 8 topic areas that allow students to gain knowledge and skills in core health topics. These topics are divided into subtopics that are vertically aligned throughout the K-12 grade level standards to ensure a progression of learning, but are not meant to limit the exploration or connections within one particular topic or subtopic category, as many of them are interconnected and can be explored in multiple ways. The [2016/2023 Health Education Standards Comparison](#) document provides a short summary of significant changes within the 2023 Health Education Standards. These resources are provided on the Oregon Department of Education [Health Education website](#) and the [Sexuality Education website](#).

Table of Contents

<u>I. K-5 Learning Progressions.....</u>	<u>2</u>
<u>Wellness and Health Promotion (WHP)</u>	<u>2</u>
<u>Safety and First Aid (SFA)</u>	<u>4</u>
<u>Substance Use, Misuse, and Abuse (SUB)</u>	<u>7</u>
<u>Food, Nutrition, and Physical Activity (FNP)</u>	<u>10</u>
<u>Social, Emotional, and Mental Health (SEM)</u>	<u>13</u>
<u>Healthy Relationships and Violence/Abuse Prevention (HRVP).....</u>	<u>17</u>
<u>Growth and Development (GD)</u>	<u>21</u>
<u>Sexual and Reproductive Health (SRH)</u>	<u>23</u>
<u>II. 6-12 Learning Progressions</u>	<u>25</u>
<u>Wellness and Health Promotion (WHP)</u>	<u>25</u>
<u>Safety and First Aid (SFA)</u>	<u>28</u>
<u>Substance Use, Misuse, and Abuse (SUB)</u>	<u>30</u>
<u>Food, Nutrition, and Physical Activity (FNP)</u>	<u>34</u>
<u>Social, Emotional, and Mental Health (SEM)</u>	<u>37</u>
<u>Healthy Relationships and Violence/Abuse Prevention (HRVP).....</u>	<u>40</u>
<u>Growth and Development (GD)</u>	<u>44</u>
<u>Sexual and Reproductive Health (SRH)</u>	<u>47</u>

I. K-5 Learning Progressions

Wellness and Health Promotion (WHP)

Subtopics

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

Subtopics	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Dimensions of health	Identify three wellness practices that help one feel good and have energy. (K.WHP.4)	Recognize at least three dimensions (physical, social, emotional, mental, and/or environmental) of being healthy and well. (1.WHP.1)		Discuss what it means to be healthy, considering five dimensions of health (physical, social, emotional, mental, and environmental). (3.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.1)
Values	Define what a value is and name values that different people and families care about. (K.WHP.1)		Discuss how many of our personal values come from families, communities, and culture. (2.WHP.1)		Identify individual, cultural, and family values that affect one's health. (4.WHP.1)	
Communicable	Identify illnesses	Explain what	Identify practices	Describe the basic	Identify common	Explain how

and non-communicable disease prevention	that are easily transmitted and illnesses that are not. (K.WHP.2)	people can do to reduce and treat illness. (1.WHP.2)	that reduce illness. (2.WHP.2)	function of the immune system. (2.WHP.2)	noncommunicable childhood conditions, including asthma, allergies, diabetes, and epilepsy, and how they are managed. (4.WHP.2)	vaccines work to prevent an illness and reduce severe symptoms. (5.WHP.2)
Protecting vision, hearing, skin, and teeth	Understand steps to protect eyes, teeth, skin, and ears. (K.WHP.3)	Describe at least three things to do to maintain good health, including brushing teeth daily. (1.WHP.3)	Describe ways to protect vision, hearing, and teeth. (2.WHP.3)	Describe specific things to do to take care of one's teeth, including daily brushing and flossing teeth. (3.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.4)
Health practices and choices			Describe the benefits of getting enough sleep and potential problems associated with not getting enough sleep. (2.WHP.4)	Explain the benefits of personal health care practices. (3.WHP.3)	Understand why sleep is necessary for the brain and body and describe how sleep works. (4.WHP.3)	Describe benefits of practicing health promoting behaviors. (5.WHP.3)
Health literacy	Identify different types of	Identify where to locate trusted	Locate a trusted adult in the	Discuss reasons to go to a healthcare	Compare and contrast the	Practice how to talk to a

	healthcare workers who help people feel better. (K.WHP.5)	adults who can help with health related questions. (1.WHP.4)	school building to help access valid and reliable health information and services. (2.WHP.5)	provider for physical and mental health concerns. (3.WHP.5)	validity of health and wellness information from a variety of media, products, and services. (4.WHP.4)	healthcare provider about health concerns, including dental pain. (5.WHP.5)
Analyzing influences	Describe how family and friends influence health practices and behaviors. (K.WHP.6)	Recognize how friends and media influence personal health behaviors, both positively and negatively. (1.WHP.5)	Describe ways in which schools and neighborhoods influence health behaviors. (2.WHP.6)	Identify ways in which media, social media, and technology influence self-perception, feelings, decisions, and behaviors. (3.WHP.6)	Define social pressures and peer influences and identify how they can impact behavior. (4.WHP.5)	Evaluate health messages depicted in the media, including in social media and in advertisements. (5.WHP.6)
Environment and health	Understand the importance of access to clean air, clean water, food, and shelter. (K.WHP.7)	Define environment and environmental health. (1.WHP.6)		Recognize the connection between environmental health, including the effects of climate change, and personal health. (3.WHP.7)		Discuss how the location and environment of where people live can affect their health. (5.WHP.7)

Safety and First Aid (SFA)

Subtopics

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

Subtopics	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Unintentional injuries	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.1)	Recognize that it is important to stay away from potentially unsafe body fluids and objects, including needles and syringes. (1.SFA.4)	Demonstrate the importance of wearing helmets, pads, mouth guards, personal flotation devices, and other safety equipment during athletic and outdoor activities. (2.SFA.1)	Identify how concussions can be prevented, recognized, and treated. (3.SFA.1)		Discuss reasons why people take risks that may lead to injuries, including dental injury and concussions, and identify steps to avoid injuries. (5.SFA.2)
Identifying and reporting unsafe situations	Practice how to ask trusted adults for help when feeling uncomfortable, scared, confused, or unsafe. (K.SFA.3)	Demonstrate how to communicate safety rules for crossing streets, riding a bicycle, water safety, and playing. (1.SFA.1)	List examples of dangerous behaviors that might lead to injuries. (2.SFA.2)	Practice how to assess and choose safe options when experiencing unsafe situations. (3.SFA.2)		Compare and contrast safe and unsafe situations and events. (5.SFA.1)
First aid and emergencies		List the steps to identify and respond to emergency situations. (1.SFA.2)		Recognize that infections, including Hepatitis B and C and HIV/AIDS, can be transmitted through blood and other body fluids. (3.SFA.3) Describe how to identify and		Demonstrate first aid skills and skills for a range of common minor emergencies. (5.SFA.3)

				respond to emergency situations. (3.SFA.4)		
Identifying helpers and resources	Understand how to identify trusted adults that can help keep people safe at home, at school, and in the community. (K.SFA.2)		Identify trusted adults that help keep people safe at home, at school, and in the community. (2.SFA.3)			Demonstrate how to identify and communicate with trusted adults to keep people safe at home, at school, and in the community. (5.SFA.4)
Accessibility and safety			Identify why it is important that people of all abilities can safely access school and other buildings. (2.SFA.4)			Explain the importance of being inclusive and affirming and making accessible accommodations for people with disabilities. (5.SFA.5)
Natural disasters and emergency situations		Identify safety hazards, including those related to fire, water, and dangerous objects. (1.SFA.3)		Describe safety procedures for responding to natural disasters. (3.SFA.5)		Discuss steps to take to prepare for natural disasters. (5.SFA.6)
Digital and online safety	Identify when it is ok to share and not ok to share personal information, such as individual names, parent's	Discuss why it is important to ask a trusted adult before using online devices. (1.SFA.5)	Explain why it is important to ask a trusted adult before using online devices. (2.SFA.6)		Identify strategies for staying safe online. (4.SFA.2)	Describe internet safety rules and how to respond to cyberbullying and exposure to inappropriate material. (5.SFA.7)

	or caregiver's names, phone numbers, and addresses. (K.SFA.5)					
Firearm safety	Explain safety rules for home, school, and the community, including firearm safety rules. (K.SFA.4)		Discuss threats of safety or harm and protective procedures, including those related to dangerous objects and firearms. (2.SFA.5)		Identify the steps of what to do if firearms are seen or found. (4.SFA.1)	

Substance Use, Misuse, and Abuse (SUB)

Subtopics

- Use, misuse, and abuse
- 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
- Getting help and accessing resources
- Rules, laws and policies related to substance use

Subtopics	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Use, misuse, and abuse	Discuss how to use medicines correctly. (K.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.1)			
Short and long-term effects of substance use	Understand that some medicines and substances can be poisonous. (K.SUB.2)			Identify that substances are chemicals that can change how the mind and body function and can cause addiction. (3.SUB.1)	Identify the basic function of body organs and systems and how different substances can affect them. (4.SUB.2)	Recognize that substances can be addictive and harmful for adolescents during physical and neurological development. (5.SUB.1)
Tobacco, marijuana, alcohol, and other drugs			Describe how tobacco and secondhand smoke harms the body. (2.SUB.2)	Identify how alcohol, marijuana/cannabis, tobacco, and other substances can be harmful to minds, bodies, and brains. (3.SUB.2)	Discuss how alcohol, marijuana/cannabis, tobacco, and other substances can be addictive and cause harm to the body. (4.SUB.1)	Describe how alcohol, marijuana/cannabis, tobacco, and other substances impact the human body and brain, interpersonal relationships, and decision-making. (5.SUB.2)
Over the counter and prescription drugs			Describe safety rules for over-the-counter and prescription drug use. (2.SUB.3)		Demonstrate how to read medicine labels and prescription instructions. (4.SUB.4)	Describe the appropriate use for over-the-counter and prescription medicines. (5.SUB.3)
Impact on self, communities, and other health					Discuss the impact that alcohol,	Describe how substance use, misuse, and abuse

outcomes					marijuana/cannabis, tobacco, and other substances can have on reaching goals. (4.SUB.3)	can affect peoples' abilities to reach personal goals. (5.SUB.4)
Influences, social pressure, and coping skills				Discuss how to recognize social pressures, peer influences, and internal feelings and emotions around substance use. (3.SUB.3)	Demonstrate communication skills for asserting boundaries around substance use. (4.SUB.6)	Discuss ways that advertising can influence alcohol, marijuana/cannabis, and tobacco use. (5.SUB.5) Demonstrate refusal skills to avoid or reduce health risks around substance use. (5.SUB.7)
Decision making around substance use			List steps to take when offered substances. (2.SUB.4)		Identify procedural steps in decision making around substance use. (4.SUB.5)	Demonstrate how to use decision making steps around substance use. (5.SUB.6)
Getting help and accessing resources		Identify trusted adults who can answer questions about medicines and household products. (1.SUB.1)		Describe how and where to access help from trusted adults if substances are being misused or abused. (3.SUB.4)	Understand that a substance use disorder is a medical condition and that there are resources in communities that can provide support, treatment, and healing. (4.SUB.7)	Identify trusted adults to talk to about substance use, misuse, and abuse. (5.SUB.8)

Rules, laws and policies related to substance use	Identify family and school rules about medicine use. (K.SUB.3)	List family, cultural, and school values and rules about medicine use. (1.SUB.2)				Identify school policies, local, state, and federal laws related to substance use. (5.SUB.9)
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Food, Nutrition, and Physical Activity (FNP)

Subtopics

- 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
- Circulatory, musculoskeletal, and digestive systems
- Culture and food
- Impact of media and family
- Sensory and social experience of eating
- Food safety and allergies
- Food insecurity and food policies

Subtopics	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Food systems	Understand that food comes from plants and animals and provides energy to help people grow, develop, and learn. (K.FNP.1)		Identify a variety of places and sources that food can come from and how it gets to people. (2.FNP.1)	Identify methods for reducing food waste. (3.FNP.1)	Identify examples of food items grown in different regions throughout the state, including in Oregon’s nine federally recognized tribes. (4.FNP.1)	Discuss the impact of food production and food waste on the environment. (5.FNP.1)

Nutrients			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.3)	Recognize that food contains essential nutrients that benefit different systems in our bodies. (3.FNP.2)	Identify the functions of the six categories of nutrients: protein, carbohydrates, fats, vitamins, minerals, and water. (4.FNP.2)	Demonstrate how to read food labels to determine nutrient, sugar, and sodium content. (5.FNP.2) Describe nutrient dense breakfasts, meals, and snacks and their impact on growth, learning, and development. (5.FNP.3)
Variety of foods and eating patterns	Understand the importance of eating a variety of foods and trying new foods and activities. (K.FNP.2)	Identify the five food groups and what a balanced meal could look like. (1.FNP.1)	Identify the five major food groups and give an example of foods in each group. (2.FNP.2)	Explain how to create a balanced daily food plan for individual needs and health considerations. (3.FNP.3)		
Importance of hydration and moderation of sugary beverages	Describe the benefits of drinking water, especially when physically active. (K.FNP.3)		Develop a plan and set a goal to keep hydrated and limit sugary beverages. (2.FNP.4)		Identify foods and beverages with high sugar content and the negative effects of too much added sugar. (4.FNP.3)	Compare and contrast the nutrition content of different beverages for hydration. (5.FNP.4)
Positive effects and of healthy eating and physical activity		Identify the connection between eating nutrient dense	Explain how physical activity and eating patterns can	Describe a decision making process about what foods and	Describe the relationship between physical activity and the	Identify how different factors impact decision-making around

		food and physical activity to help our bodies grow, learn, and develop. (1.FNP.2)	affect a person's health. (2.FNP.5)	beverages to consume and ways to be physically active. (3.FNP.5)	need for food and hydration. (4.FNP.4)	food, beverages, and physical activity. (5.FNP.6)
Circulatory, musculoskeletal, and digestive systems				Understand the basic function of the cardiovascular system. (3.FNP.4)	Describe the basic functions of the digestive system. (4.FNP.7)	Identify the basic functions of the skeletal and muscular systems. (5.FNP.5) Illustrate and describe the pathway of food during the process of digestion. (5.FNP.7)
Culture and food	Analyze how people eat and prepare foods differently based on culture, personal preference, and availability. (K.FNP.4)		Recognize how the foods that people eat can reflect cultural backgrounds and the area in which people live. (2.FNP.6)		Describe differences in food customs, traditions, and preparations. (4.FNP.5)	
Impact of media and family		Discuss how food advertisements, social media, and commercials influence our food and beverage decisions. (1.FNP.3)			Identify internal and external influences that affect food choices and physical activities. (4.FNP.6)	
Sensory and	Identify food	Identify feelings		Describe foods		

social experience of eating	practices that make mealtimes enjoyable. (K.FNP.5)	of thirst and hunger as signals for needing to drink water and eat food. (1.FNP.4)		using the senses. (3.FNP.6)		
Food safety and allergies	Understand that not all people can eat all kinds of food. (K.FNP.6)	Describe how to keep food safe from harmful germs. (1.FNP.5)	Recognize some people have intolerances and allergies to foods including nuts, wheat, eggs, shellfish, and dairy products. (2.FNP.7)		Explain why some people eat or avoid certain foods, including allergies, other medical conditions, religious beliefs, and culture. (4.FNP.8)	Demonstrate how to prepare a nutritious snack or meal using sanitary food preparation and storage practices. (5.FNP.8)
Food insecurity and food policies			Identify how people have different levels of access to foods. (2.FNP.8)		Discuss factors that affect the availability of food, including socioeconomic status and location. (4.FNP.9)	

Social, Emotional, and Mental Health (SEM)

Subtopics

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

*Note: *Italicized standards are also TSEL Practices*

Subtopics	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Feelings, emotions, and moods		<i>Identify and label emotions, thoughts, strengths, and potential (both personal and cultural). (1.SEM.1 & TSEL Practice 1A)*</i>	<i>Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior. (2.SEM.2 & TSEL Practice 1C)*</i>			
Mental health challenges (stress, anxiety, depression, social isolation, and eating disorders)	Identify how mental health is a part of overall health and well-being. (K.SEM.2)	<i>Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses. (1.SEM.2 & TSEL Practice 1B)*</i>	Describe the different ways that people can experience or exhibit stress, anxiety, social isolation, and sadness. (2.SEM.3) <i>Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses. (2.SEM.1 & TSEL Practice 1B)*</i>	Identify the impacts of stress on mental health. (3.SEM.3) Recognize how emotions can impact eating patterns and that people can get help if necessary. (3.SEM.4) <i>Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses. (3.SEM.1 & TSEL</i>	Identify ways of dealing with stress, anxiety, social isolation, and depression that contribute to the well-being and mental health of self and others. (4.SEM.2)	

				<i>Practice 1B)*</i>		
Talking to trusted adults, accessing care and information	Identify a trusted parent, caregiver, or adult to talk with about feelings. (K.SEM.3)			Explain the importance of talking with trusted adults about feelings. (3.SEM.5)		Identify the benefits of talking to trusted adults about feelings and thoughts. (5.SEM.3)
Online safety						Identify potential impacts of social media on mental health and body image. (5.SEM.4) 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.5)
Strategies for mind and body awareness	Identify ways to appreciate and take care of body and mind. (K.SEM.4)	Identify basic brain regions and their functions and recognize that everyone’s brain functions differently. (1.SEM.3)				
Positive identity				Identify personal		

<p>development</p>				<p>or community activities that are meaningful or enjoyable. (3.SEM.6)</p> <p><i>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.2 & TSEL Practices 2B)*</i></p>		
<p>Social justice and mental health</p>	<p><i>Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving. (K.SEM.1 & TSEL Practice 4B)*</i></p>				<p><i>Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being. (4.SEM.1 & TSEL Practice 5C)*</i></p>	<p>Reflect on external factors and systems that may contribute to stress and anxiety, including microaggressions, and identify coping strategies. (5.SEM.2)</p> <p>Analyze the impact of identity-based bullying and</p>

						<p>violence on mental health. (5.SEM.6)</p> <p><i>Make informed choices and identify solutions for personal and social injustices after analyzing all types of information. (5.SEM.1 & TSEL Practice 5B)*</i></p>
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Healthy Relationships and Violence/Abuse Prevention (HRVP)

Subtopics

- Expressing emotion and affection in relationships
- Violence prevention and equitable relationships
- Diversity, identity, gender and relationships
- Personal boundaries, bodily autonomy, and consent
- Social and communication skills, conflict management, and restorative practices
- Trusted adults and supportive community
- Bullying, harassment, and intimidation
- Violence and abuse
- Responding to violence and abuse
- Trafficking prevention

Note: **Italicized standards* are also TSEL Practices

Subtopics	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Expressing emotion and affection in relationships	Define what a relationship is and identify different kinds of	Demonstrate healthy ways for friends to express feelings, both	Demonstrate how to effectively identify and communicate		Describe a variety of healthy ways to show and express liking or loving	Describe how friendship and love can be expressed

	relationships. (K.HRVP.1)	physically and verbally. (1.HRVP.2)	needs, wants, and feelings in healthy ways. (2.HRVP.2)		someone. (4.HRVP.2)	differently as children become adolescents. (5.HRVP.2)
Violence prevention and equitable relationships	Understand that all people have the right to feel safe and free from bullying and violence. (K.HRVP.2)	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.3)		Describe characteristics of a healthy and safe relationship. (3.HRVP.2)	Discuss how power and inequality influence different types of relationships and boundaries. (4.HRVP.3)	Identify characteristics of safe and equitable relationships. (5.HRVP.3)
Diversity, identity, gender, and relationships	Recognize that everyone has different interests, likes, and ways to express identities. (K.HRVP.3)		Discuss how diversity in race, gender, and ability enrich relationships and communities. (2.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.3)	Demonstrate ways to treat all people with dignity and respect, including people of all genders, gender expressions, and gender identities. (4.HRVP.4)	<i>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.1 & TSEL Practice 3C)*</i>
Personal boundaries, bodily autonomy,	Define what a personal boundary is and	Define consent and discuss how it is important in all	Define bodily autonomy, personal	Demonstrate effective ways to verbally and	Identify the different personal boundaries and	Explain the relationship between consent,

and consent	recognize that personal boundaries differ in different kinds of relationships and for different people. (K.HRVP.4)	types of relationships. (1.HRVP.4)	boundaries, and consent. (2.HRVP.4)	nonverbally communicate personal boundaries and show respect for the boundaries of others. (3.HRVP.4)	privacy needs of self and others at school, with friends, and at home. (4.HRVP.5)	personal boundaries, and bodily autonomy. (5.HRVP.4)
Social and communication skills, conflict management, and restorative practices	Discuss how to use words to communicate needs and boundaries, and how to listen to the needs of others. (K.HRVP.5)	Demonstrate how to communicate wants, needs, and boundaries and how to listen to the needs of others. (1.HRVP.5) <i>Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication. (1.HRVP.1 & TSEL Practice 4A)*</i>	<i>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.1 & TSEL Practice 4C)*</i>	<i>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.1 & TSEL Practice 3B)*</i>	Discuss communication skills to build healthy relationships and manage conflict. (4.HRVP.6) <i>Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives. (4.HRVP.1 & TSEL Practice 4D)*</i>	
Trusted adults and supportive community	Describe the characteristics of a trusted adult. (K.HRVP.6)		Recognize that friends, family, teachers, and community members can help each other. (2.HRVP.5)	Identify trusted support people and helpers to talk to about uncomfortable situations or when a boundary has been crossed. (3.HRVP.5)	Identify situations when someone is being abused or harassed and identify people or resources to get help from. (4.HRVP.7)	

Bullying, harassment, and intimidation	Identify that bullying and teasing are harmful. (K.HRVP.7)		Recognize bullying, cyberbullying, and teasing in multiple types of relationships and the need to tell a trusted source that can help. (2.HRVP.6)			Explain why it is harmful to tease or bully others based on personal abilities, characteristics, or identities. (5.HRVP.5)
Violence and abuse	Understand that it is never okay to touch someone without their permission. (K.HRVP.8)	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. (1.HRVP.6)	Define and identify different forms of violence and abuse, including physical, verbal, sexual, and emotional. (2.HRVP.7)		Identify different behaviors that would be considered child abuse, neglect, and sexual abuse. (4.HRVP.9)	
Responding to violence and abuse	Identify that abuse is never a child's fault and discuss how to communicate personal boundaries and report unsafe or unwanted touch. (K.HRVP.9)		Identify that abuse is never a child's fault and describe how to communicate personal boundaries and report unsafe or unwanted touch. (2.HRVP.8)		Demonstrate how to be an upstander to respond to bullying or teasing based on physical characteristics, ability, or cultural identity. (4.HRVP.8)	Identify that abuse is never a child's fault and demonstrate how to communicate personal boundaries and report unsafe or unwanted touch. (5.HRVP.7)
Trafficking prevention						Define sexual harassment, trafficking, and domestic violence. (5.HRVP.6)

Growth and Development (GD)

Subtopics

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

Subtopics	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Physical differences and respect	Identify ways in which human bodies are the same and different from each other, and how bodies change over time. (K.GD.2)	Discuss and affirm different physical characteristics that people may have, including differences in body size, shape, ability, skin color, and hair texture. (1.GD.1)		Discuss attributes and characteristics that make every person unique and valued, including physical diversity and neurodiversity. (3.GD.1)		
Sexual and reproductive anatomy	Name reproductive body parts, using medically accurate terminology. (K.GD.3)	Identify medically accurate names for sexual and reproductive anatomy. (1.GD.2)		Identify the medically accurate names for body parts, including external and internal sexual and reproductive anatomy. (3.GD.2)		Describe the human sexual and reproductive system, including external and internal anatomy and basic functions. (5.GD.1)
Puberty and changes			Recognize that humans grow and mature at different ages and	Recognize that puberty is a time of physical, emotional, and	Discuss physical, emotional, neurological, and social changes	Examine the physical, social, and emotional changes during

			in different ways. (2.GD.1)	social changes that is a part of human development. (3.GD.3)	associated with puberty. (4.GD.1)	puberty and adolescence. (5.GD.2) Identify trusted adults, including parents, caregivers, and health care professionals, to ask questions about puberty and adolescent health. (5.GD.3)
Menstruation and self-care				Recognize that menstrual pads and tampons are medical products some people use to take care of their bodies. (3.GD.4)	Identify body care practices related to puberty, including using menstrual products. (4.GD.2)	Describe the menstrual cycle and how menstrual products are used. (5.GD.4)
Gender roles, identity, and expression						Define gender identity, gender expression, gender roles, and sex assigned at birth, and sexual orientation. (5.GD.5)
Sexual orientation					Discuss the importance of treating people with dignity and respect in regards to their sexual orientation,	Identify trusted adults one could talk to about sexual orientation questions. (5.GD.6)

					including other students, their family members, and members of the school community. (4.GD.3)	
Families	Discuss different types of family structures and why all families deserve respect. (K.GD.1)	Discuss that there are many ways that people can express love and attraction. (1.GD.3)	Recognize that there are many different types of families that may or may not be genetically related, including blended, adopted, and foster families. (2.GD.2)	Recognize that there are different kinds of families that have unique characteristics and identities. (3.GD.5)		Describe how genetics can affect personal and family health. (5.GD.7)

Sexual and Reproductive Health (SRH)

Subtopics

- Influences on sexuality
- Intimacy and sex
- Decision making around sexual behavior
- Reproduction
- Pregnancy and pregnancy options
- STI & HIV prevention

Subtopics	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Influences on sexuality						Discuss different personal, familial, and cultural values about physical and

						emotional intimacy. (5.SRH.1)
Intimacy and sex				Explain that many people enjoy consensual affection and physical closeness throughout their lives and every individual gets to decide what they are comfortable with. (3.SRH.1)	Recognize that people can show affection and care for other people in different ways, including consensual kissing, hugging, and touching. (4.SRH.1)	
Pregnancy and pregnancy options						Identify that pregnancy can occur in different ways, including sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy. (5.SRH.2)
STI & HIV prevention						Define STIs, including HIV, and describe ways to prevent them, including abstinence and the human papillomavirus (HPV) vaccine. (5.SRH.3)

II. 6-12 Learning Progressions

Wellness and Health Promotion (WHP)

Subtopics

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

Subtopics	6th Grade	7th Grade	8th Grade	High school
Dimensions of health (physical, social, emotional, mental and environmental)	Describe the interrelationship of the five dimensions of health (physical, social, emotional, mental, and environmental). (6.WHP.1)		Describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental). (8.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.1)
Values		Describe how personal values, self-esteem, and identity affect personal health. (7.WHP.1)		Discuss personal and family values and behaviors that impact individual, interpersonal, and community health. (HS.WHP.2)

Communicable and non-communicable disease prevention	Describe the difference between communicable and noncommunicable diseases, including cancer, diabetes, and asthma. (6.WHP.2)	Analyze how personal practices and behaviors reduce or prevent disease, including health screenings. (7.WHP.2)	Compare and contrast how communicable and noncommunicable diseases are treated and managed. (8.WHP.2)	Analyze health promotion and disease prevention guidelines and recommendations, including those for infectious diseases, from credible federal, professional, and voluntary health organizations. (HS.WHP.3)
Protecting vision, hearing, skin, and teeth	Demonstrate appropriate habits to protect vision, hearing, skin, and teeth. (6.WHP.3)	Describe the connections between oral health and overall health. (7.WHP.3)	Explain why it is important to protect vision, hearing, skin, and teeth. (8.WHP.3)	Identify individual practices that protect vision, hearing, skin, and teeth. (HS.WHP.4)
Health practices and choices	Distinguish between habits that enhance or hinder personal health. (6.WHP.4)	Set a personal health goal for a habit that promotes physical, social, emotional, mental, and environmental health. (7.WHP.4)	Describe strategies to integrate healthy habits related to sleep, physical activity, hygiene, breakfast, social media, and technology habits. (8.WHP.4)	Identify at least two strategies to promote health and wellness for individuals, families, and communities. (HS.WHP.5)
Health literacy	Interpret numerical and graphical information to make an informed health decision. (6.WHP.5) Demonstrate how to access valid and reliable health information online for building health habits. (6.WHP.6)	Practice and demonstrate communication skills to improve personal health, including communicating with healthcare providers. (7.WHP.5)	Identify personal signs and symptoms of needing healthcare and discuss age of consent laws for accessing physical health services. (8.WHP.5) Analyze the validity of health information in print and online using established criteria. (8.WHP.6)	Demonstrate how to access medically accurate, comprehensive, and inclusive health-related resources online and in the community or at school. (HS.WHP.7)
Analyzing influences	Define different forms of discrimination and understand how it	Analyze the influence of family, school, peers, culture, technology,		Identify and discuss the life-saving benefits of organ and tissue donation,

	influences the health of communities. (6.WHP.7)	media, social media, personal values, and perceived norms on the dimensions of health. (7.WHP.6) Evaluate how social determinants of health influence health outcomes. (7.WHP.7)		and analyze how personal, familial, media, and cultural factors influence decisions about donation. (HS.WHP.6) Analyze how public health policies and government regulations can influence health promotion and disease prevention. (HS.WHP.8)
Health equity			Describe how societal issues of inequity, discrimination, and poverty influence the ability to engage in healthy behavior. (8.WHP.7)	Analyze how the history of health and social policy impacts individual and community health status. (HS.WHP.9)
Environment and health	Identify actions that can help to create a healthier environment for individuals and communities. (6.WHP.8)		Examine the relationship between environmental conditions, including air and water quality and climate change, on personal and community health outcomes. (8.WHP.8)	Discuss the intersections between built environment, green spaces, climate change, and the five dimensions of health. (HS.WHP.10) Advocate for everyone, regardless of physical ability or location, to have access to nutritious food, clean water, clean air, and accessible places. (HS.WHP.11)

Safety and First Aid (SFA)

Subtopics

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

Subtopics	6th Grade	7th Grade	8th Grade	High school
Unintentional injuries		Discuss how to reduce the risk of unintentional injuries for individuals, families, and communities. (7.SFA.1)	Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease and injury. (8.SFA.1)	Analyze current data on unintentional injury among adolescents. (HS.SFA.1)
Identifying and reporting unsafe situations	Identify unsafe situations at home, at school, and in communities that can lead to injury. (6.SFA.1)	Identify unsafe situations at home, at school, and in communities that can lead to injury and describe possible strategies to reduce risk. (7.SFA.2)	Analyze the likelihood of personal injury or illness if engaging in unsafe and unhealthy behaviors. (8.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.2)
First aid and emergencies	Explain first aid and response procedures to treat injuries and other emergencies. (6.SFA.2)	Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), and use of an automated external defibrillator (AED). (7.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.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.3)

Identifying helpers and resources		Demonstrate how to ask for help to promote personal safety and injury prevention for self and others. (7.SFA.4)		Access a variety of resources in the home, school, and community that prevent injury. (HS.SFA.4)
Accessibility and safety		Recognize common ways to make spaces safer and more accessible for people with disabilities and why it is important. (7.SFA.5)	Work cooperatively to create projects that advocate for practices that promote safe and accessible communities. (8.SFA.4)	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.5)
Natural disasters and emergency situations		Describe basic fire safety and wildfire prevention steps. (7.SFA.6)	Describe the school and community safety and disaster protocols for a natural disaster or threat of violence. (8.SFA.5)	Analyze community and individual preparation and emergency response in case of natural disasters, including wildfires and earthquakes, and acts of violence. (HS.SFA.6)
Digital and online safety	Distinguish when decisions around digital safety, managing privacy online, and protecting against identity theft can be made individually or with help from others. (6.SFA.4)	Describe strategies for using social media safely, legally, and respectfully. (7.SFA.7)		Evaluate strategies for using social media safely, legally, and respectfully. (HS.SFA.7)
Firearm safety	Understand firearm safety rules for individuals, families, and communities. (6.SFA.3)			

Substance Use, Misuse, and Abuse (SUB)

Subtopics

- Use, misuse, and abuse
- Short and long-term effects of substance use
- Opioids, including fentanyl
- 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
- Rules, laws and policies related to substance use

Subtopics	6th Grade	7th Grade	8th Grade	High school
Use, misuse, and abuse	Explain differences between use, misuse, and abuse of substances. (6.SUB.1)	Examine risk and protective factors to prevent use, misuse, and abuse of substances, and list alternatives to using. (7.SUB.6)	Identify risk and protective factors related to substance use, misuse, and abuse. (8.SUB.1)	Identify and promote protective factors related to substance use, misuse, and abuse, including harm reduction and emergency action. (HS.SUB.1) Access and analyze the validity of information related to alcohol, marijuana/cannabis, tobacco, and other drug use, misuse, and abuse prevention. (HS.SUB.12)
Short and long-term effects of substance use	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.2)		Understand how substance use, misuse, and abuse affects the basic function of the central and autonomic nervous systems including brain function. (8.SUB.2)	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.3)

<p>Opioids, including fentanyl</p>	<p>Identify how “fake pills” and other substances could contain fentanyl and other unknown harmful and deadly chemicals. (6.SUB.4)</p>	<p>Explore data on current trends around opioids, including fentanyl, and other substance use, misuse, and abuse. (7.SUB.4)</p>	<p>Describe the risks of fentanyl exposure and overdose and identify harm reduction strategies, including testing, naloxone, and other interventions. (8.SUB.3)</p>	<p>Analyze the data on overdose and fentanyl laced over-the-counter and prescription medications. (HS.SUB.5)</p> <p>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.2)</p>
<p>Impact on self, communities, and other health outcomes</p>	<p>Discuss the relationship between using substances and other health risks, including unintentional injuries, violence, suicide, and sexual risk behaviors. (6.SUB.5)</p>	<p>Evaluate the differences between addictive behavior, addiction, and dependence and their impacts on self and society. (7.SUB.1)</p> <p>Analyze the effects of substance use, misuse, and abuse on communities and society. (7.SUB.2)</p> <p>Describe the social and economic consequences of substance use, misuse, abuse on self, families, and communities. (7.SUB.5)</p>		<p>Analyze the relationship between substance use, misuse, abuse and other health risks, including unintentional injuries, violence, self-harm, suicide, and sexual risk behaviors. (HS.SUB.6)</p>
<p>Influences, social pressure, and coping skills</p>	<p>Analyze the influence of family, school, peers, culture, media, social media, personal values,</p>	<p>Analyze how personal and family beliefs can affect decisions about substance use. (7.SUB.7)</p>		<p>Analyze reasons why individuals use or do not use alcohol, marijuana/cannabis,</p>

	and perceived norms on the use of alcohol, marijuana/cannabis, tobacco, and other drugs. (6.SUB.6)			tobacco, and other drugs, including the influence of family, peers, school, community, culture, and social norms on personal values, beliefs, and behaviors. (HS.SUB.7) 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. (HS.SUB.13)
Decision making around substance use	Identify at least three reasons why someone would decide not to use alcohol, marijuana/cannabis, tobacco, and other substances. (6.SUB.3) Describe personal decision-making strategies around substance use. (6.SUB.7)	Analyze the outcomes of making decisions to not use alcohol, marijuana/cannabis, tobacco, anabolic steroids, and other drugs. (7.SUB.3)		Identify potential barriers to making healthy decisions regarding substance use and identify personal strategies and community support to overcome those barriers. (HS.SUB.8) Demonstrate decision-making skills in regards to substance use, misuse, and abuse in varying situations. (HS.SUB.9)
Communication skills around substance use	Discuss communication skills to avoid alcohol, marijuana/cannabis, tobacco and drug use, especially in peer-pressure situations. (6.SUB.8)			Evaluate communication skills to manage social pressure to avoid or reduce health risks around substance use. (HS.SUB.10)

<p>Getting help, and accessing resources</p>	<p>Analyze health-related messages in print and electronic materials to determine credibility of the health message related to substance use. (6.SUB.9)</p>	<p>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.8)</p> <p>Describe situations that require professional substance abuse treatment services and locate valid information and community resources. (7.SUB.9)</p>		<p>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. (HS.SUB.11)</p>
<p>Rules, laws and policies related to substance use</p>	<p>Locate and summarize Oregon laws on alcohol, marijuana/cannabis, tobacco, and other substances. (6.SUB.10)</p>			<p>Analyze how laws, rules, policies, and regulations influence health promotion and disease prevention related to tobacco, marijuana, and other drugs. (HS.SUB.4)</p>

Food, Nutrition, and Physical Activity (FNP)

Subtopics

- 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 and allergies

Food insecurity and food policies

Subtopics	6th Grade	7th Grade	8th Grade	High school
Food systems	Compare and contrast foods grown and produced in the United States and other countries. (6.FNP.1)	Discuss how food waste and the environment are interconnected. (7.FNP.1)	Explain how food is transported from farm to table, focusing on maintaining quality and safety. (8.FNP.1)	Analyze the political, economic, social, and environmental factors that influence our current food system. (HS.FNP.1)
Nutrients	Identify the six categories of nutrients and explain why each of them are important to the body. (6.FNP.4)	Compare and contrast the nutrient density between ultra-processed, minimally processed, or non processed foods and snacks. (7.FNP.3)		Plan or prepare a balanced meal with nutrient-rich basic ingredients. (HS.FNP.2)
Variety of foods and eating patterns		Identify how personal food and beverage choices, including eating times, affects health and well being. (7.FNP.7)	Discuss ways that the foods and beverages that people consume have a profound impact on their health. (8.FNP.2)	
Importance of hydration and moderation of sugary beverages		Identify the oral health benefits of hydrating with non-sugar sweetened beverages. (7.FNP.5)		Explain the importance of drinking water and limiting sugar sweetened beverages and its effect on health. (HS.FNP.4)
Positive effects of healthy eating and physical activity	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.6) Analyze benefits of	Identify the social, emotional, and cognitive benefits of eating nutrient dense foods and engaging in regular physical activity. (7.FNP.6)		

	regular physical activity to promote health. (6.FNP.7)			
Decision making around food and physical activity	Discuss the physical and mental impacts of missing, skipping meals, or ‘fad’ dieting. (6.FNP.5)		<p>Assess personal eating and physical activity behaviors. (8.FNP.3)</p> <p>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.6)</p>	<p>Evaluate the physical, emotional, and mental impacts of missing or skipping meals and “fad” dieting. (HS.FNP.3)</p> <p>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.5)</p> <p>Describe how to make nutritious food and beverage choices at home, school, and when dining out. (HS.FNP.6)</p>
Culture and food	Explain why it is important to respect different nutrition choices based on culture, needs, and preferences. (6.FNP.2)		Discuss cultural dishes, identify ingredients, and find the origins of the food in each recipe. (8.FNP.4)	Analyze how people from all cultures and backgrounds are connected by their use of and shared experiences around food. (HS.FNP.7)
Impact of media and family	Analyze how internal and external influences can affect decisions about eating and physical activity. (6.FNP.3)	Analyze ways that media influence our decisions around food and physical activity. (7.FNP.2)	Analyze the impacts of media, social media, and marketing on food habits. (8.FNP.5)	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.8)

Sensory and social experience of eating		Describe personal hunger and fullness cues. (7.FNP.8)		
Food safety and allergies	Describe safe food handling to prevent illness. (6.FNP.8)	Describe common food allergies and how to manage them. (7.FNP.9)		Describe how to prevent foodborne illnesses. (HS.FNP.9)
Food insecurity and food policies		Compare and contrast the differences in community or geographic access to nutrient dense foods. (7.FNP.4)	Examine food insecurity and injustice, lack of access, and impacts on individual and community health, cultural preservation and practices. (8.FNP.7)	Identify policies, practices, and resources that support access to nutritious food, clean water, and accessible places for physical activity. (HS.FNP.10)

Social, Emotional, and Mental Health (SEM)

Subtopics

- 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

Note: **Italicized standards* are also TSEL Practices

Subtopics	6th Grade	7th Grade	8th Grade	High school
Mental health challenges (stress, anxiety, depression, social isolation, and eating disorders)	<i>Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those</i>	Identify and discuss causes, symptoms, and impacts of depression, anxiety, including eating disorders and disordered eating, trauma, self-harm,	Develop an action plan to respond to stress, anxiety, including eating disorders and disordered eating, depression, self-harming behaviors, trauma,	Analyze physical and psychological effects of stress, anxiety, depression, social isolation, and individual and collective trauma.

	<i>responses. (6.SEM.1 & TSEL Practice 1B)*</i>	and suicide. (7.SEM.3)	substance use and abuse, or suicidal thoughts. (8.SEM.3)	(HS.SEM.3) 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.6)
Talking to trusted adults, accessing care and information	Demonstrate how to access credible mental health information and services in the community, including the Suicide & Crisis Lifeline 988. (6.SEM.2)	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.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 abuse, and suicidal ideation. (8.SEM.4)	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.5)
Online safety	Describe how sharing information about self and others online can impact social, emotional, and mental health. (6.SEM.3)	Develop a plan to practice effective and appropriate communication skills via electronic devices and social media to prevent and resolve interpersonal conflict. (7.SEM.5)	Discuss the impact of social media use on our social, emotional, and mental health for individuals and the community. (8.SEM.5)	Analyze the impact of media, marketing, social media, internet use, and other technologies on social, mental, and emotional health. (HS.SEM.7)
Strategies for mind and body awareness				Identify activities that promote social, emotional, and mental health. (HS.SEM.4) <i>Demonstrate curiosity and</i>

				<p><i>open-mindedness while using critical thinking skills across various situations and environments. (HS.SEM.2 & TSEL Practice 5A)*</i></p>
<p>Positive identity development</p>		<p>Identify how connecting with the community, and personal and cultural identity development contribute to mental health. (7.SEM.6)</p> <p><i>Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging. (7.SEM.1 & TSEL Practice 1D)*</i></p> <p><i>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.2 & TSEL Practices 2B)*</i></p>	<p><i>Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging. (8.SEM.1 & TSEL Practice 1D)*</i></p>	<p><i>Plan, evaluate, and achieve personal and collective goals and aspirations. (HS.SEM.1 & TSEL Practices 2C)*</i></p>

Social justice and mental health	Describe how prejudice, discrimination, and bias can impact mental health, violence, and traumatic stress. (6.SEM.4)	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.7)	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.6) <i>Anticipate, reflect and evaluate the impacts of one’s choices and contributions in promoting personal, family, and community well-being. (8.SEM.2 & TSEL Practice 5C)*</i>	Advocate for safer school communities to prevent bullying and violence and improve mental health. (HS.SEM.8)
Laws related to accessing mental health services	Locate and summarize laws and policies to protect student mental health, including excused absences. (6.SEM.5)	Identify laws related to student mental health days and age of consent to mental health services. (7.SEM.8)	Discuss how state and federal laws and policies can influence access to mental health. (8.SEM.7)	Analyze laws related to minors accessing mental health care. (HS.SEM.9)

Healthy Relationships and Violence/Abuse Prevention (HRVP)

Subtopics

- Expressing emotion and affection in relationships
- Violence prevention and equitable relationships
- Diversity, identity, gender and relationships
- Personal boundaries, bodily autonomy, and consent
- Social and communication skills, conflict management, and restorative practices
- 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

Note: **Italicized standards* are also TSEL Practices

Subtopics	6th Grade	7th Grade	8th Grade	High school
Expressing emotion and affection in relationships	Discuss how family, media, social media, society, culture, and personal identities can influence attitudes, beliefs, and expectations about relationships and physical affection. (6.HVRP.2)			Analyze different ways that people can express consensual physical affection, love, friendship, empathy, and sympathy within different types of relationships. (HS.HRVP.2) <i>Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity. (HS.HRVP.1 & TSEL Practices 2A)*</i>
Violence prevention and equitable relationships	<i>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.1 & TSEL Practice 3B)*</i>	Discuss the right of all people to decide if, when and, with whom to be in a relationship. (7.HRVP.2) Identify strategies to maintain a safe relationship, end an unsafe, inequitable, or unhealthy relationship, manage conflict, and navigate rejection. (7.HRVP.3)	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.2)	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.4) Apply a decision-making model to maintaining a healthy relationship and ending an unhealthy relationship. (HS.HRVP.5)
Diversity, identity, gender and relationships		Compare multiple external influences that have an impact on one's attitudes about gender	Demonstrate how to use gender-affirming language with and about people of all gender identities	Analyze how culture and society can perpetuate stereotypes and expectations of people

		and gender identity. (7.HRVP.4) <i>Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities. (7.HRVP.1 & TSEL Practice 3A)*</i>	and/or gender expressions. (8.HRVP.3)	with different genders in relationships. (HS.HRVP.3)
Personal boundaries, bodily autonomy, and consent	Describe personal feelings when boundaries, consent, and privacy needs are not respected. (6.HVRP.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.4)	
Social and communication skills, conflict management, and restorative practices	Practice communication skills to build healthy relationships and manage conflict. (6.HVRP.5)		Demonstrate strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help. (8.HRVP.5) <i>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.HVRP.1 & TSEL Practice 2D)*</i>	Model how to be an upstander by addressing hurtful comments, addressing concepts of intent, impact, and repair. (HS.HRVP.9)
Trusted adults and supportive community	Identify sources of support, such as parents	Develop a decision making model to determine if and	Identify community resources and other	Describe how to access resources for survivors of

	<p>or other trusted adults, to tell if being teased, harassed, or bullied based on gender, sexual orientation, race, and physical appearance. (6.HVRP.3)</p> <p>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.6)</p>	<p>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.6)</p>	<p>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.6)</p> <p>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.9)</p>	<p>interpersonal violence, sexual violence and sex trafficking, including local confidential advocacy resources. (HS.HRVP.6)</p> <p>Demonstrate ways to support a fellow student who is being sexually harassed or abused. (HS.HRVP.7)</p>
Media, cyberbullying, and relationships	<p>Demonstrate strategies to use technology and social media safely, legally, and respectfully. (6.HVRP.7)</p>	<p>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.5)</p>	<p>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.7)</p>	<p>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.8)</p>
Bullying, harassment, and intimidation	<p>Create an advocacy message that describes the role of upstanders in preventing or stopping bullying and cyberbullying. (6.HVRP.8)</p>		<p>Identify the short- and long-term impacts of bullying for the people targeted, the people who perpetrate bullying, bystanders, and upstanders. (8.HRVP.8)</p>	

Violence and abuse	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.9)	Analyze dating violence and sexual violence, including harassment, abuse, and trafficking, and their impact on physical, social, emotional, and mental health. (7.HRVP.7)		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.10)
Responding to violence and abuse		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.8)		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.11)
Trafficking prevention		Identify strategies that people might use to traffic and exploit youth, actions to prevent and counter trafficking, and places to get help. (7.HRVP.9)	Collaborate with others to advocate for raising awareness and reducing the risk related to trafficking in physical and online settings. (8.HRVP.10)	Explain trafficking, including tactics people use to traffic and exploit youth. (HS.HRVP.12)
Laws related to consent and access to services	Recognize some of the ways in which norms and laws around gender and sexual orientation have changed over time. (6.HVRP.10)	Identify state and federal laws on sexual consent and mandatory reporting. (7.HRVP.10)	Describe the state and federal laws on sexual consent, child pornography, sexting, and sex trafficking. (8.HRVP.11)	Summarize individual rights and responsibilities in regards to sexual consent, sexually explicit media, and sexting under state and federal law. (HS.HRVP.13)

Growth and Development (GD)

Subtopics

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

Subtopics	6th Grade	7th Grade	8th Grade	High school
Physical differences and respect	Describe how to show respect for one's own physical appearance, the appearance of others, and how it impacts self-esteem. (6.GD.1)	Discuss how peers, media, family, and culture can influence self-concept, body image, and self-esteem. (7.GD.1)	Reflect on external influences that may affect personal body image and how others are perceived. (8.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.1)
Sexual and reproductive anatomy	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.2)	Describe human reproductive systems, including the external and internal body parts and their functions, and variations in human bodies, including intersex conditions. (7.GD.3)		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.2)
Puberty and changes	Explain common human	Describe how puberty can	Define medical accuracy	Describe the cognitive,

	sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, and timing of pubertal onset). (6.GD.3)	prepare human bodies for the potential to reproduce and that some people have conditions that impact the ability to reproduce. (7.GD.2)	and analyze medically accurate sources of information about puberty, adolescent development, and sexual health. (8.GD.2)	social, and emotional changes of adolescence and throughout adulthood. (HS.GD.3)
Menstruation and self-care	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.4)		Identify the rights of students and the responsibilities of schools under Oregon’s Menstrual Dignity Act. (8.GD.3)	Analyze the impact of Oregon’s Menstrual Dignity Act on menstruation stigma and period poverty. (HS.GD.4)
Gender roles, identity, and expression	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.5)		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.4)	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.5)
Sexual orientation	Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, two-spirit, and pansexual. (6.GD.6)	Access medically accurate, not fear- or shame- based, comprehensive, and inclusive sources of information about sexual and romantic orientation. (7.GD.4)	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.5)	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.6)
Families	Recognize that there are		Describe what can	Analyze familial factors

	many kinds of family structures and discuss ways in which families can change. (6.GD.7)		connect a family and discuss different ways to define family. (8.GD.6)	that can limit access to genetic health information for many people, including adoption, foster care, migration, and donor conception. (HS.GD.7)
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Sexual and Reproductive Health (SRH)

Subtopics

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

Subtopics	6th Grade	7th Grade	8th Grade	High school
Influences on sexuality	Identify examples of how culture, religion, society, technology, and media influence understanding and expressions of sexuality. (6.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.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.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.1)

Intimacy and sex	Define sexual intercourse. (6.SRH.2)			
Decision making around sexual behavior	Identify factors that are important in deciding whether and when to engage in romantic and sexual behaviors. (6.SRH.3)	Apply a decision-making model to choices about engaging in sexual behaviors. (7.SRH.2)	Identify safer sex strategies for vaginal, oral, and anal sex. (8.SRH.2) Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms, and/or contraception. (8.SRH.3) Practice using a decision-making model in response to various sexual health scenarios. (8.SRH.4)	Demonstrate the ability to effectively communicate with a partner to make decisions around abstinence and consensual sexual intimacy. (HS.SRH.2) 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.3)
Reproduction	Identify the functions of the ovulation cycle, sperm development, and pregnancy. (6.SRH.4)			
Pregnancy and pregnancy options	Identify the stages of pregnancy. (6.SRH.6) Describe pregnancy options, including parenting, abortion, safe surrender, and adoption. (6.SRH.7)	Describe a range of ways a viable pregnancy can occur. (7.SRH.3) Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. (7.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.5) Define prenatal care and identify medically accurate sources of information about prenatal care. (8.SRH.8)	Summarize fertilization, fetal development, and childbirth. (HS.SRH.4) Discuss skills and resources that can support people navigating parenthood. (HS.SRH.5) 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.9)
Contraception	Identify the benefits, risks, and effectiveness of various methods of contraception, including abstinence, the correct usage of barrier methods, and emergency contraception. (6.SRH.5)	Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them. (7.SRH.4)	Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams. (8.SRH.6) List methods of contraception that are available without a prescription in Oregon and where these can be accessed. (8.SRH.7)	Identify individual, familial, cultural, and systemic influences on barrier methods and contraceptive use. (HS.SRH.6) Compare and contrast methods to prevent unintended pregnancy, considering effectiveness, access, and personal impact on health. (HS.SRH.7) Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams. (HS.SRH.8)
STI & HIV prevention	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.8)	Discuss the symptoms and treatments of various sexually transmitted infections (STIs), including HIV/AIDS. (7.SRH.6) Describe the steps to using barrier methods correctly, including external and internal	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	Discuss responsibilities around sexually transmitted infection (STI) prevention, testing, treatment, and disclosure to sexual partners. (HS.SRH.11)

		condoms and dental dams. (7.SRH.7)	(PEP), and barrier methods. (8.SRH.9)	
Trusted adults, information, and services	Demonstrate communicating with trusted adults and asking questions about comprehensive sexual and reproductive health. (6.SRH.9)	Identify medically accurate sources of information about comprehensive sexual and reproductive health. (7.SRH.8)	Identify comprehensive sexual and reproductive health services offered in school or in the local community. (8.SRH.10)	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.12) 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.13)
Rights and access to sexual and reproductive healthcare	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.10)		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.11)	Analyze public health and government policies on sexual and reproductive health practices. (HS.SRH.14)
Reproductive justice	Discuss the importance of sexual and reproductive	Examine how discrimination and racism	Discuss how oppression against historically and	Analyze political and historical issues that were

	<p>health care that aligns with personal needs, desires, and cultural values. (6.SRH.11)</p>	<p>negatively impact sexual and reproductive health. (7.SRH.9)</p>	<p>currently marginalized people impacts sexual and reproductive health and rates of violence. (8.SRH.12)</p>	<p>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.10)</p> <p>Define reproductive justice and explain its history and how it relates to sexual health and health equity. (HS.SRH.15)</p> <p>Analyze how history can influence attitudes, beliefs, and expectations about sexuality and identity, including the history of medical experimentation and eugenics. (HS.SRH.16)</p> <p>Analyze systemic barriers to sexual, reproductive, and obstetric care, including prenatal care, childbirth, and postpartum care. (HS.SRH.17)</p>
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