ALIGNMENT TO STATE STANDARDS FOR _____Oregon_____

RESOURCE TITLE: Live Well **Comprehensive** High School Health

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CORE SUBJECT AREA: Oregon Health Education Standards and Performance Indicators—HIGH SCHOOL OUTCOMES

NOTES: All citations are in reference to the hardcover (or digital) student edition except whether noted otherwise. "RSH" refers to digital Reproductive and Sexual Health lessons.

GRADE LEVEL SKILL FOCUS FOR HIGH SCHOOL:	➢ **Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors. (Skill 2)** ➢ **Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health. (Skill 3)** ➢ **Students demonstrate effective interpersonal communication skills to enhance health. (Skill 4)** ➢ **Students demonstrate effective decision-making skills to enhance health. (Skill 5)** ➢ **Students demonstrate effective goal-setting skills to enhance health. (Skill 6)** ➢ **Students demonstrate observable health and safety practices. (Skill 7)** **Students advocate for behaviors that support personal, family, peer, school, and community health. (Skill 8)**	
Wellness and Health Promotion (WHP)	**Standard**	**Where Taught**
HS.WHP.1	Identify and describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental) and how they affect health-related behaviors and impact holistic	6 (Health and Wellness: "In 1947, the World Health Organization (WHO) issued a statement indicating that health is more than freedom from disease or illness. This recognition led to a more comprehensive definition of

	well-being.	health…") 6 (Figure 1.1 The five components of wellness.) 7-9 (Influences on Health and Wellness: "Many factors influence health and wellness … When something has a strong influence on your health, we call it a *determinant.*") 7 (Figure 1.2 Determinants of health.) 11 (Skill-Building Challenge: Analyzing Influences on Your Wellness)
HS.WHP.2	Discuss personal and family values and behaviors that impact individual, interpersonal, and community health.	20 (Setting Healthy Goals [3rd paragraph]: "It is important to remember that your goals should reflect your values and priorities.") 160 (Diversity Matters: Religion and Food: "A person's religious beliefs affect the values and traditions they follow. As a result, religion influences diet.") 493 (Influence of Your Values: "The values you have about using alcohol will influence your decision about whether to drink.") 498 (Take It Home: "Discuss with a family member or significant adult about how your values will influence your decisions about alcohol.") 530 (Table 12.2 Internal and External Influences on Using Tobacco Products: "**Internal influences:** *Your values.* Do you think using tobacco products is a good or bad idea for you?") 585-586 (Being Drug-Free)

		19 (Making Healthy Decisions: "You make decisions that affect your health every day… Some decisions are connected to your personal values and beliefs, and others may be influenced by your culture and traditions.") 226 (What Is Body Image?: "Your **body image** includes your thoughts, feelings, and behaviors related to your body size, shape, and appearance.") 230 (Other Influences on Body Image: "A parent or guardian who pressures you to look a certain way or to lose weight influences how you view your body image.") RSH: Conception and Pregnancy (Comprehensive version): Benefits of Finishing High School Before Becoming a Parent
HS.WHP.3	Analyze health promotion and disease prevention guidelines and recommendations, including those for infectious diseases, from credible federal, professional, and voluntary health organizations.	14 (What Are Health Skills?: "A person with good **health literacy** can find and understand basic health information and then use that information to make smart health decisions.") 19 (Making Healthy Decisions: "You make decisions that affect your health every day…") 21 (Practicing Healthy Behaviors: "To become healthier, you must practice being healthy, which ultimately leads to establishing health habits over the long term.") 21 (Figure 1.9 Habits can be healthy or unhealthy.) 21 (Practicing Healthy Behaviors Skill Cues) 38-39 (Preventing Communicable Diseases: "It is very important to

		protect yourself from contagious diseases. Luckily, there are many simple ways you can take to stay safe, including the following:") 39 (Figure 1.17 Methods of transmission: direct contact, indirect contact, airborne transmission, and host transmission.) 40 (Universal Precautions: "To prevent **communicable diseases** that are found in the blood and other body fluids, health care workers are required to take universal precautions. They do this by…") 46 (Skill-Building Challenge: Communicating Well to Keep Yourself and Others Healthy) 47 (Healthy Living Skills: Accessing Information: "Conduct research on ways to prevent communicable diseases.") 50 (What Are Noncommunicable Diseases?: "Noncommunicable diseases are diseases that cannot be transmitted from person to person … and often result from a combination of genetics and lifestyle factors.") 50 (Figure 1.23 Noncommunicable diseases and risk factors) 54 (Case Study: Dola's Diabetes Discovery) 57 (Behavior Contracts: "Developing the habits necessary for staying healthy throughout your life requires practicing healthy behaviors now.") 58 (Skill-Building Challenge: Creating a Behavior Contract)

HS.WHP.4	Identify individual practices that protect vision, hearing, skin, and teeth.	79-86 (Lesson 2.2 Healthy Vision and Hearing: entire lesson) 65-77 (Lesson 2.1 Personal Health Habits: entire lesson) 70 (Preventing and Detecting Skin Cancer: “It is important to inspect your skin regularly for changes that might suggest skin cancer.”) 97 (Self-Examinations: “Performing regular skin checks … such as looking for signs of skin cancer, is an example of a self-examination.”) 85 (Social Norms and Hearing and Visual Behaviors: “When it comes to our eye and ear health, we might not always make the healthiest choice if we don’t think it fits in with social norms.”) 86 (Skill-Building Challenge: Analyzing Social Norms on Vision and Hearing Behaviors)
HS.WHP.5	Identify at least two strategies to promote health and wellness for individuals, families, and communities.	19 (Making Healthy Decisions: “You make decisions that affect your health every day… No matter what influences your decisions, there are some steps you can practice that will help you make healthier decisions you can feel good about.”) 131-132 (Health Promotion and Prevention: “Another way to view public health efforts is through the lens of health promotion and disease prevention.”) 279 (Setting SMART Goals: “Once you determine the health-related

		fitness components you want to work on, … it is time to set a SMART goal…After setting your SMART goal, you should decide on action steps to make sure you work toward achieving it.") 137-138 (Project-Based Learning: Advocating for the Public Health of Your School) 366 (Suicide Prevention Strategies)
HS.WHP.6	Identify and discuss the life-saving benefits of organ and tissue donation, and analyze how personal, familial, media, and cultural factors influence decisions about donation.	
HS.WHP.7	Demonstrate how to access medically accurate, comprehensive, and inclusive health-related resources online and in the community or at school.	18 (Accessing Valid and Reliable Websites Skill Cues) 16 (Accessing Valid and Reliable Health Information and Resources: "Not everything on the Internet or on social media is good information…. The information you find should be both valid and reliable.") 17 (Valid and Reliable Websites: "The quality of online [health] information… varies. Some websites are meticulously designed to provide facts and accurate information. Other sites have one purpose, which is selling products and services…") 17-18 (Checklist for Evaluating Health Websites: "You can use the following checklist to help you evaluate all types of websites.") 34 (Skill-Building Challenge: Accessing Reliable Information: "Pick an [immune system] disease identified in this lesson and conduct more research on the topic… Remember to use the

		checklist provided to analyze the validity of your sources.")
HS.WHP.8	Analyze how public health policies and government regulations can influence health promotion and disease prevention.	128-129 (What Are Public and Community Health?: "Public health is the art and science of protecting and improving the health of individuals and large populations…. Public health involves a wide range of activities including the following:") 131-132 (Health Promotion and Prevention: "Another way to view public health efforts is through the lens of health promotion and disease prevention.") 532 (Preventing the Use of Tobacco Products: "You will read about the different federal and local government regulations as well as school bans aimed at preventing the use of tobacco products…") 532 (Food and Drug Administration's Role: "The Food and Drug Administration (FDA) is responsible for regulating the manufacturing, marketing, and distribution of tobacco products to protect public health and to reduce tobacco use by minors.") 533 (Government and Communities Role in Decreasing Tobacco Use: "The CDC's Office on Smoking and Health (OSH) helps states and communities implement tobacco control programs through various campaigns and events…")
HS.WHP.9	Analyze how the history of health and social policy impacts individual and community health status.	6 (Health and Wellness: "In 1947, the World Health Organization (WHO) issued a statement indicating that health is more than freedom from disease or illness. This recognition led to a more comprehensive definition of

		health…")
HS.WHP.10	Discuss the intersections between built environment, green spaces, climate change, and the five dimensions of health.	649-659 Lesson 15.1 Air, Water, and Noise Pollution (entire lesson) 667-675 Lesson 15.3 Conservation and Living Green (entire lesson)
HS.WHP.11	Advocate for everyone, regardless of physical ability or location, to have access to nutritious food, clean water, clean air, and accessible places.	667-675 Lesson 15.3 Conservation and Living Green (entire lesson)
Safety and First Aid (SFA)	**Standard**	**Where Taught**
HS.SFA.1	Analyze current data on unintentional injury among adolescents	600 Safety First 601 Staying Safe at Home, Falls 602 Staying Safe at Home, Firearms 606 (Skill-Building Challenge: Advocating for Gun Safety: "You may have seen national news stories about gun violence and want to try to do something to help prevent such an incident in your school and community.")
HS.SFA.2	Formulate a plan to recognize and respond to situations that may lead to injury between individuals, in groups, and in communities.	609-621 Lesson 14.2 Safety in the Community (entire lesson) 451-452 Weapons, Violence, and Risk 452-454 Gang Violence 454-455 School Violence 464 Protect Yourself from Human Trafficking
HS.SFA.3	Demonstrate how to administer a basic first aid, hands-only cardiopulmonary resuscitation	628-646 Lesson 14.4 First Aid and Emergency Procedures (entire lesson)

	(CPR), use of an automated external defibrillator (AED), and treatment of an opioid overdose emergency.	
HS.SFA.4	Access a variety of resources in the home, school, and community that prevent injury.	602 Poison Control Center 603 Fire Safety Tips 605 preparing a Disaster Preparedness Plan (FEMA, American Red Cross) 611 Active Shooter Situations 612 Tips to Stay Safe in Public Places 612 Pedestrian Safety (National Highway Traffic Safety Association) 616 Safe Driving Tips for Teen Drivers 617 Safety Tips for Motorcyclists; ATV and UTV Safety 619-620 Water Safety
HS.SFA.5	Examine laws and practices related to increasing accessibility for people with disabilities and identify why they are important for individual, interpersonal, community, and environmental health.	119-126 Lesson 3.2 Disability and Inclusion (entire lesson)
HS.SFA.6	Analyze community and individual preparation and emergency response in case of natural disasters, including wildfires and earthquakes, and acts of violence.	604-605 Preparing for Disaster 611 Active Shooter Situations
HS.SFA.7	Evaluate strategies for using social media safely, legally, and respectfully.	622-627 Lesson 14.3 Safety Online (entire lesson) 380-381 Communicating Through Text Messages and Social Media 382 Healthy Living Skills: Practicing Healthy Behaviors

Substance Use, Misuse, and Abuse (SUB)	**Standard**	**Where Taught**
HS.SUB.1	**HS.SUB.1** Identify and promote protective factors related to substance use, misuse, and abuse, including harm reduction and emergency action.	479 Reducing Teen Alcohol Consumption 477 Alcohol Consumption (alcohol overdose and strategies for avoiding binge drinking) 477 Alcohol Consumption ("If you every suspect alcohol overdose . . .") 486-487 Blood Alcohol Content, including Figure 11.8 "alcohol poisoning" 487 Skill-Building Challenge: Promoting an Alcohol-Free Lifestyle 493 Influence of Your Values 493-494 Deciding Not to use Alcohol 495-496 Using Effective Communication Skills to Avoid Alcohol Use 496 Benefits of Being Alcohol-Free; Alternatives to Drinking Alcohol 553-554 using OTC and Prescription Drugs Safely; Reading Drug Labels 566 "The misuse of and addiction to opioids is a national crisis . . . naloxone . . . has been created and made available to the public. The OTC version, Narcan, is a nasal spray . . ." 585-586 Being Drug-Free 579 Healthy Alternatives to

		Substance Use
HS.SUB.2	**HS.SUB.2** Identify how to recognize and respond to overdose emergencies, including how to access, administer, and use naloxone for opioid overdose prevention and reversal.	566 “The misuse of and addiction to opioids is a national crisis . . . naloxone . . . has been created and made available to the public. The OTC version, Narcan, is a nasal spray . . .” 477 Alcohol Consumption (“If you every suspect alcohol overdose . . .”)
HS.SUB.3	**HS.SUB.3** Access valid and reliable health information on short- and long-term effects of substance use from print and electronic materials that are available from credible health organizations.	555-556 Abuse of OTC and Prescription Drugs: “In the United States, prescription drugs are the fourth most commonly abused substance by teens, after alcohol, marijuana, and tobacco or vaping.” 562 Illicit Drugs and Drugs of Abuse Overview, including Figure 13.3 Effects of using illicit drugs 584 Addictive Potential of Drugs 581 Healthy Living Skills: Accessing Information 590 Skill-Building Challenge: Accessing Information 566 Inhalants (“Effects [of inhalants] on the mind may include damage to the parts of the brain that control thinking, moving, vision, and hearing… Children born to women who use inhalants during pregnancy may have delayed brain development and heart defects.”) 585 Effects of Drugs on the Brain (“Teens who use drugs frequently have difficulty with impulse control, judgment, planning, completing tasks, meeting goals, learning, and retaining

		information.") 591 Take it Home
HS.SUB.4	**HS.SUB.4** Analyze how laws, rules, policies, and regulations influence health promotion and disease prevention related to tobacco, marijuana, and other drugs.	485 Legal Consequences of Alcohol use 485-486 Drinking and Driving 534-535 Tobacco Products and School Policies: "School policies should positively influence students to continue to abstain from using tobacco products…" 588 School Policies 589 Community Laws
HS.SUB.5	**HS.SUB.5** Analyze the data on overdose and fentanyl laced over-the-counter and prescription medications.	
HS.SUB.6	**HS.SUB.6** Analyze the relationship between substance use, misuse, abuse and other health risks, including unintentional injuries, violence, self-harm, suicide, and sexual risk behaviors.	555 Potential Risks of Taking OTC and Prescription Drugs 559 Skill-Building Challenge: Advocating for Proper Use of Prescription Medications
HS.SUB.7	**HS.SUB.7** Analyze reasons why individuals use or do not use alcohol, marijuana/cannabis, tobacco, and other drugs, including the influence of family, peers, school, community, culture, and social norms on personal values, beliefs, and behaviors.	570 Why Some Teens Use Illicit Drugs 576 Factors That Influence the Use of Drugs 580 Skill-Building Challenge: Analyzing Influences 556 Reasons for abusing OTC and prescription drugs include the following . . .
HS.SUB.8	**HS.SUB.8** Identify potential barriers to making healthy decisions regarding substance use and identify personal strategies and community support to overcome those barriers.	586 Figure 13.9 Benefits and Barriers of Being Drug-Free 587 Getting Help for a Substance Use Disorder

		587 Treating Substance use Disorders
HS.SUB.9	**HS.SUB.9** Demonstrate decision-making skills in regards to substance use, misuse, and abuse in varying situations.	559 Skill-Building Challenge: Advocating for the Proper Use of Prescription Medications 590 Skill-Building Challenge: Accessing Information 573 Skill-Building Challenge: Making Healthy Decisions 590 Healthy Living Skills: Practicing Healthy Behaviors: "Choosing to be drug-free may be difficult to do at times, so it is important that you have a plan ahead of time to help you." 478 Teen Alcohol Use and Risk-Taking: "Being under the influence of alcohol obscures, or impairs, your ability to make responsible decisions… For example,… you might be coerced into having sex, or you might think it's okay if, just this one time, you have unprotected sex."
HS.SUB.10	**HS.SUB.10** Evaluate communication skills to manage social pressure to avoid or reduce health risks around substance use.	585 Being Drug-Free: "Being drug-free is a behavior you choose. Sometimes it is difficult because peers and friends may encourage you to use…" 581 Healthy Living Skills: Healthy Communication 590 Healthy Living Skills: Practicing Healthy Behaviors: "Choosing to be drug-free may be difficult to do at times, so it is important that you have a plan ahead of time to help you."
HS.SUB.11	**HS.SUB.11** Describe how to access support services needed for substance misuse and abuse, harm reduction services, including needle exchanges, test strips, and	587 Getting Help for A Substance Use Disorder 587-588 Treating Substance Use Disorders

	prescription disposal sites, and community resources to help someone stop using.	
HS.SUB.12	**HS.SUB.12** Access and analyze the validity of information related to alcohol, marijuana/cannabis, tobacco, and other drug use, misuse, and abuse prevention.	488 Healthy Living Skills: Accessing Information 505 Healthy Living Skills: Analyzing Influences 526 Healthy Living Skills: Accessing Information 535 Healthy Living Skills: Analyzing Influences 544 Healthy Living Skills: Accessing Information 581 Healthy Living Skills: Accessing Information
HS.SUB.13	**HS.SUB.13** Analyze the influence of public health and government laws and policies, as well as media and marketing, on alcohol, marijuana/cannabis, tobacco, and other drugs, past and present.	492-493 Media Influence 527-536 Lesson 12.2 Regulations and Influences on Tobacco Product Use (entire lesson) 559 Healthy Living Skills: Analyzing Influences 580 Skill-Building Challenge: Analyzing Influences 577-579 Media and Advertisements 588 School Policies 589 Community Laws
Food, Nutrition, and Physical Activity (FNP)	**Standard**	**Where Taught**
HS.FNP.1	**HS.FNP.1** Analyze the political, economic, social, and environmental factors that influence our current food system.	210 Does Everyone Have Access to Enough Food? 112-113 Health Equity: “Health equity occurs when everyone has

		the opportunity to attain full health and wellness, and no one is disadvantaged because of their social position or other socially defined circumstance." 113 Figure 3.1 Social and economic determinants of health. 114 Socioecological Model of Health: "The **socioecological model** of health provides a way for us to think about both the individual factors that influence health and also those things we may not personally control that can influence our health…" 115 (Health Disparities: "The goal of health equity is to reduce or eliminate actual health disparities. These are preventable differences in health status that are closely linked with social, economic, and environmental disadvantages.") 117 (Eliminating Health Disparities: "Government policies and efforts designed to reduce health disparities focus on designated priority populations and marginalized groups.") 117 (Healthy Living Skills: Advocating for Good Health) 158 Family
HS.FNP.2	**HS.FNP.2** Plan or prepare a balanced meal with nutrient-rich basic ingredients.	166-168 MyPlate 236-238 (Creating a Nutrition Plan: "Follow the steps in this lesson to help you set SMART nutrition goals and eat a healthier diet.")
HS.FNP.3	**HS.FNP.3** Evaluate the physical, emotional, and mental impacts of missing or skipping meals and	187 Making Healthy Breakfast Decisions

	"fad" dieting.	191 Healthy Living Skills: Analyzing Influences 193 Thinking Critically 230-231 Disordered Eating and Eating Disorders
HS.FNP.4	**HS.FNP.4** Explain the importance of drinking water and limiting sugar sweetened beverages and its effect on health.	149-151 Water and Other Beverages 152 Skill-Building Challenge: Communicating the Benefits of Drinking Water
HS.FNP.5	**HS.FNP.5** Create a personal short- and long-term goal that incorporates nutritious eating, hydration, and physical activity as a daily part of life based on personal, cultural, and community influences.	235-240 Lesson 5.5 Your Nutrition Plan (entire lesson) 238 Figure 5.12 Create your own chart to identify specific strategies to meet each of your goals. 149-151 Water and Other Beverages 275-283 Lesson 6.4 Fitness Planning (entire lesson)
HS.FNP.6	**HS.FNP.6** Describe how to make nutritious food and beverage choices at home, school, and when dining out.	182-193 Lesson 4.5 Making Healthy Nutrition Decisions (entire lesson)
HS.FNP.7	**HS.FNP.7** Analyze how people from all cultures and backgrounds are connected by their use of and shared experiences around food.	19 Making Healthy Decisions: "You make decisions that affect your health every day… Some decisions are connected to your personal values and beliefs, and others may be influenced by your culture and traditions." 160 Diversity Matters: Influence of Culture: "A person's religious beliefs affect the values and the traditions they follow. As a result, religion influences diet." 492 Diversity Matters: Influence of Culture: "Culture also plays a part in your decision to drink or not. Your culture is the different customs that identify you and

		where you come from and includes ethnicity, religion, country or city, and language.”
HS.FNP.8	**HS.FNP.8** Analyze the influences of family, peers, school, community, culture, and social norms on personal values and beliefs about food choices and physical activity.	24 Healthy Living Skills: Analyzing Influences: “Your culture and its traditions influence what you know and believe about health. Develop a list of six ways that your culture influences your health beliefs.” 114 Socioecological Model of Health: “The **socioecological model** of health provides a way for us to think about both the individual factors that influence health and also those things we may not personally control that can influence our health…” 251 Table 6.1 How to Overcome Inactivity
HS.FNP.9	**HS.FNP.9** Describe how to prevent foodborne illnesses.	211-214 Food Safety
HS.FNP.10	**HS.FNP.10** Identify policies, practices, and resources that support access to nutritious food, clean water, and accessible places for physical activity.	210 Does Everyone Have Access to Enough Food? 656 How to Keep the Water Supply Safe 656 STEM in Health: Water Treatment 252 Skill-Building Challenge: Advocating for Physical Activity 114 Socioecological Model of Health: “When thinking about how health equity issues influence a person’s nutrition and physical activity, we could consider differences people might experience related to…accessible trails and parks…”

Social, Emotional, and Mental Health (SEM)	Standard	Where Taught
HS.SEM.1	**HS.SEM.1** ***TSEL Practices 2C*** Plan, evaluate, and achieve personal and collective goals and aspirations.	20 Setting Healthy Goals, including goal-setting skill cues 93 (Skill-Building Challenge: Developing Self-Management for Good Sleep: “Once you’ve made your plan, monitor your behaviors every day for one week and decide whether your plan is working or not.”) 235-240 Lesson 5.5 Your Nutrition Plan (entire lesson) 279 Setting SMART Goals: “Once you determine the health-related fitness components you want to work on, … it is time to set a SMART goal…After setting your SMART goal, you should decide on action steps to make sure you work toward achieving it.” 279 Figure 6.15 A summary of how to set a SMART goal. 280 (Figure 6.16 Using a fitness plan will allow you to keep track of what you are doing on a daily and weekly basis, which will help you stay on track and motivated to meet your SMART goal.”) 280-281 (Monitoring Your Fitness Plan: “When you begin your fitness plan, determine how many weeks you have until you want to meet your goal. Each week, you should try to improve from the week before.”) 282 (Skill-Building Challenge: Setting SMART Fitness Goals)

HS.SEM.2	**HS.SEM.2** ***TSEL Practice 5A*** Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.	Thinking Critically feature at the end of each lesson, e.g. pp. 48, 59, 78, 87, 104, and others. 11 Skill-Building Challenge: Analyzing Influences on Your Wellness 85 Social Norms and Hearing and Visual Behaviors 294-295 Developing Empathy 436-437 Conflict Resolution
HS.SEM.3	**HS.SEM.3** Analyze physical and psychological effects of stress, anxiety, depression, social isolation, and individual and collective trauma.	318-325 Lesson 7.4 Recognizing and Managing Stress (entire lesson) 321 Types of Stressors (“Trauma causes enormous stress.”) 328-329 Experiencing Grief 239-330 Mourning and Bereavement 349 What Is Anxiety? 349-351 What Are Anxiety Disorders? 352-353 Getting Help for Anxiety Disorders 353 Common techniques for managing anxiety-related disorders include therapy, medication, support groups, and self-care. 358 Figure 8.4 Specific types of depression and related mood disorders. 359 Understanding Depression 360 Managing and Treating Depression

		359 “The chronic pain, **social isolation**, and medications associated with [medical] conditions increase a person’s risk for depression.” 426 Figure 10.2 Risk factors for violent behavior (includes **social isolation;** Figure 10.3 also lists it as a consequence on p. 427) 462 Domestic Violence (“Fear of coming forward . . . can also lead to **social isolation** . . .”) 463 Impacts of Sexual Assault 465 Social and Emotional Consequences of Abuse 340 Figure 8.1 Types of Mental Disorders (Post-Traumatic Stress Disorder) 341 Causes of Mental Disorders, Environment and Experiences 365-366 Suicide and Suicide Prevention 366-367 Reaching Out for Help
HS.SEM.4	**HS.SEM.4** Identify activities that promote social, emotional, and mental health.	291-292 What Makes Me Emotionally Healthy? (including Figure 7.2) 294 Communicating Your Emotions 294-295 Developing Empathy 296-299 Taking Control of Your Emotions 300 Skill-Building Challenge: Practicing Emotional Control 313-314 Becoming Resilient: “Being mentally tough requires **resilience**—the ability to bounce

		back from a difficult or stressful situation." 315 Grit: "Another important aspect of mental toughness and good emotional health is **grit**—the dedication and passion to achieve long-term goals." 302-309 Lesson 7.2 Building Self-Awareness (entire lesson)
HS.SEM.5	**HS.SEM.5** Compare the validity, reliability, and accessibility of mental, social, and emotional health information, products, and services in the home, at school, and in the community.	342-344 (Care and Treatment of Mental Disorders: "Many treatment options are available for mental disorders. The exact treatment or combination of treatments depends on the disorder and the person.") 346 (Healthy Living Skills: Making Healthy Decisions: "Identify two reasons why someone might need help in decision making if they have a mental disorder.") 352-353 (Getting Help for Anxiety Disorders) 365-366 (Suicide and Suicide Prevention) 366-367 (Reaching Out for Help) 16 (Accessing Valid and Reliable Health Information and Resources: "Not everything on the Internet or on social media is good information…. The information you find should be both valid and reliable.") 17 (Valid and Reliable Websites: "The quality of online [health] information… varies. Some websites are meticulously designed to provide facts and accurate information. Other sites have one purpose, which is selling products and services…")

		17-18 (Checklist for Evaluating Health Websites: “You can use the following checklist to help you evaluate all types of websites.”) 18 (Accessing Valid and Reliable Websites Skill Cues) 34 (Skill-Building Challenge: Accessing Reliable Information: “Pick an [immune system] disease identified in this lesson and conduct more research on the topic… Remember to use the checklist provided to analyze the validity of your sources.”) 152 (Healthy Living Skills: Accessing Information: “Conduct online research about the risks of taking too many vitamins and minerals… Find at least three different sources and evaluate the validity and reliability of the information you find.”) 165 (Accessing and Using Nutrition Information: “[P]rofit-driven websites are more interested in making money than in helping you be healthy. However, there are other sources of information that provide more valid and reliable information.”) 223 (Skill-Building Challenge: Accessing Weight Loss Information: “There is no shortage of weight loss supplements and fad diets on the market. Conduct online research of a weight loss supplement or fad diet trend.”)
HS.SEM.6	**HS.SEM.6** Describe the signs and symptoms of mental health challenges, including the warning signs of suicide, self-harm, eating disorders and disordered eating, and other unsafe behaviors.	363-372 Lesson 8.4 Self-Harm and Suicide (entire lesson) 227 Negative Body Image and Health 230-231 Disordered Eating and

		Eating Disorders 364-365 Understanding Self-Harm 341 Genetics and Family History: "Pay special attention to your emotional and mental health if your family has a history of disorders…"
HS.SEM.7	**HS.SEM.7** Analyze the impact of media, marketing, social media, internet use, and other technologies on social, mental, and emotional health.	160 Analyzing Influences: Targeting Teens in the Media 165 Accessing and using Nutrition Information 228 Media Influences on Body Image 229 Altering Images 229 Social Media: "When you post a picture on social media and others comment on how you look, it can affect your body image." 75-76 Analyzing Influences: Beauty, Media, and Technology 77 Skill-Building Challenge: Analyzing Social and Media Influences 296 Peer and Technology Influences 622 Internet Safety
HS.SEM.8	**HS.SEM.8** Advocate for safer school communities to prevent bullying and violence and improve mental health.	22 Advocating for Good Health for Yourself and Others 23 Advocating for Your Community, including Figure 1.10 346 Healthy Living Skills: Advocating for Good Health 368 Healthy Living Skills:

		Advocating for Good Health 382 Healthy Living Skills: Advocating for Good Health 414 Healthy Living Skills: Advocating for Good Health 431 Healthy Living Skills: Advocating for Good Health 442 Responding to Bullying ("Advocating for strong school policies…") 137-138 Project-Based Learning: Advocating for the Public Health of Your School 308 Healthy Living Skills: Advocating for Good Health 446 When is Bullying and Cyberbullying Illegal? 447 Healthy Living Skills: Accessing Information 454 School Violence 455 Healthy Living Skills: Accessing Information 459 Recognizing and Reporting Child Abuse and Neglect 467 Healthy Living Skills: Accessing Information
HS.SEM.9	**HS.SEM.9** Analyze laws related to minors accessing mental health care.	369 Thinking Critically 366-367 Reaching Out for Help
Healthy Relationships and Violence/Abuse Prevention (HRVP)	**Standard**	**Where Taught**

HS.HRVP.1	**HS.HRVP.1** ***TSEL Practices 2A*** Manage and express thoughts, emotions, impulses, and stressors ways that affirm one's identity.	307 Boosting Your Self-Esteem and Your Self-Confidence 306 Self-Esteem and Health, including Figure 7.9 304 Self-Image 305-306 Self-Esteem 307 Self-Confidence 226 Positive Body Image 428 Individuals and Relationships ("Recognizing that it is okay to be different from others and understanding that all people deserve to be treated with respect is a good start.")
HS.HRVP.2	**HS.HRVP.2** Analyze different ways that people can express consensual physical affection, love, friendship, empathy, and sympathy within different types of relationships.	410 Dating Relationships: Intimacy and Boundaries 399-400 Healthy Ways to Express Love in a Friendship 396-397 Types of Friendships 397-398 What It Takes to Be a Close Friend RSH: Teens and Identity Exploration, Gender Identity and Sexual Orientation: "A person's sexual orientation is their emotional, romantic, or sexual attraction to other people, which is independent from a person's gender identity…. Sexual orientation is expressed through behaviors with others such as…"
HS.HRVP.3	**HS.HRVP.3** Analyze how culture and society can perpetuate stereotypes and expectations of people with different genders in relationships.	387-388 Gender Socialization (gender stereotyping)
HS.HRVP.4	**HS.HRVP.4** Examine the impact of power differences within relationships and other factors that	404-405 Unhealthy Dating Relationships

	can affect the ability to give or perceive consent, including in sexual activity.	412-413 Affirmative Consent RSH: Sexual Activity and Confirmative Consent: Affirmative Consent
HS.HRVP.5	**HS.HRVP.5** Apply a decision-making model to maintaining a healthy relationship and ending an unhealthy relationship.	400 Skill-Building Challenge: Deciding to End a Friendship 375 Learning Targets (Lesson 9.1 Relationships and Communication Skills) 376-377 Healthy Relationships 377-378 Unhealthy Relationships 403-404 Healthy Dating Relationships 404-405 Unhealthy Dating Relationships 413 Breaking Up 407-409 Online Relationship Communication
HS.HRVP.6	**HS.HRVP.6** Describe how to access resources for survivors of interpersonal violence, sexual violence and sex trafficking, including local confidential advocacy resources.	464 Protect Yourself from Human Trafficking 465 Breaking the Cycle of Abuse Healthy Living Skills: Accessing Information
HS.HRVP.7	**HS.HRVP.7** Demonstrate ways to support a fellow student who is being sexually harassed or abused.	465 Breaking the Cycle of Abuse 442 Responding to Bullying 443 Don’t Be a Bystander 445 Responding to Cyberbullying
HS.HRVP.8	**HS.HRVP.8** Explain the impact media, including sexually explicit media, social media, and artificial intelligence (AI) can have on one's	446 Sexting, Child Pornography, and Cyberbullying

	perceptions of, and expectations for, a healthy relationship.	228 Media Influences on Body Image 407-409 Online Relationship Communication 392 Skill-Building Challenge: Influences on Your Perceptions of Gender Roles
HS.HRVP.9	**HS.HRVP.9** Model how to be an upstander by addressing hurtful comments, addressing concepts of intent, impact, and repair.	443 Don't Be a Bystander 642 Healthy Living Skills: Analyzing Influences
HS.HRVP.10	**HS.HRVP.10** Describe the types of abuse, including physical, emotional, psychological, financial, and sexual, and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, trafficking, and gender-based violence.	457-472 Lesson 10.5 Relationships and Violence (entire lesson) 461-462 Domestic Violence 465 Breaking the Cycle of Abuse 467 Healthy Living Skills: Accessing Information
HS.HRVP.11	**HS.HRVP.11** Explain why a person who has been sexually harassed, abused, assaulted, or is a survivor/victim of child sexual abuse, rape, domestic violence, dating violence, or sex trafficking, is never to blame for the action of the perpetrator.	462 Table 10.2 Common Myths and Facts about Sexual Assault 462 "Domestic violence is never okay…" 412-413 Affirmative Consent
HS.HRVP.12	**HS.HRVP.12** Explain trafficking, including tactics people use to traffic and exploit youth.	463-464 Human and Sex Trafficking
HS.HRVP.13	**HS.HRVP.13** Summarize individual rights and responsibilities in regards to sexual consent, sexually explicit media, and sexting under state and federal law.	RSH: Dating Relationships, Diversity Matters: Public Schools and Sexual Orientation Discrimination 412-413 Affirmative Consent 446 Sexting, Child Pornography, and Cyberbullying 408-409 Sexting

Growth and Development (GD)	Standard	Where Taught
HS.GD.1	**HS.GD.1** Analyze how peers, media, family, society, history, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem.	302-309 Lesson 7.2 Building Self-Awareness (entire lesson) 225-234 Lesson 5.4 Your Body Image (entire lesson) 228 Media Influences on Body Image 230 Other Influences on Body Image RSH: Teens and Identity Exploration, Gender Socialization
HS.GD.2	**HS.GD.2** Explain the human reproductive and sexual response systems, including differentiating between internal and external body parts and their functions, and that there are variations in human bodies, including different shapes of vulvas, circumcised and uncircumcised penises, and intersex conditions.	RSH: Female Reproductive System (entire lesson, including External Female Reproductive Anatomy) RSH: Male Reproductive System (entire lesson, including Male Reproductive Anatomy) RSH: Reproductive System in People with Ovaries (entire lesson, including External Reproductive Anatomy in People with Ovaries) RSH: Reproductive System in People with Testicles (entire lesson, including Reproductive Anatomy in People with Testicles) RSH: Teens and Identity Exploration, Sex and Sexuality (“Intersex refers to a person…”)
HS.GD.3	**HS.GD.3** Describe the cognitive, social, and emotional changes of adolescence and throughout adulthood.	RSH: Adolescence and Puberty, Adolescence and Change 293 What Makes Me Emotionally Healthy? 298-299 Healthy Ways to

		Manage Your Emotions 310-317 Developing Emotional and Mental Toughness
HS.GD.4	**HS.GD.4** Analyze the impact of Oregon's Menstrual Dignity Act on menstruation stigma and period poverty.	
HS.GD.5	**HS.GD.5** Explain how identity-affirming support from peers, families, schools, communities and health care providers can improve a person's health and well-being.	RSH: Teens and Identity Exploration, Sources of Support 307 Boosting Your Self-Esteem and Your Self-Confidence ("Know when to ask for help")
HS.GD.6	**HS.GD.6** Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual and romantic orientation.	RSH: Teens and Identity Exploration, Gender Socialization RSH: Teens and Identity Exploration, LGBTQIA+ Teens RSH: Dating Relationships, Sexual Orientation and Dating Relationships
HS.GD.7	**HS.GD.7** Analyze familial factors that can limit access to genetic health information for many people, including adoption, foster care, migration, and donor conception.	
Sexual and Reproductive Health (SRH)	**Standard**	**Where Taught**
HS.RSH.1	**HS.SRH.1** Analyze societal factors that might inhibit honest discussion between sexual and romantic partners about their sexual histories, including sexually transmitted infections (STIs) and HIV/AIDS status, and identify ways to begin open and honest conversations.	RSH: Sexually Transmitted Diseases, including HIV and AIDS, Skill-Building Challenge (Healthy Communication) RSH: Sexually Transmitted Diseases, including HIV and AIDS, Short- and Long-Term Consequences of STDs RSH: Sexually Transmitted Diseases, Skill-Building Challenge (Healthy Communication)

		RSH: Sexually Transmitted Diseases, Short- and Long-Term Consequences of STDs
HS.RSH.2	**HS.SRH.2** Demonstrate the ability to effectively communicate with a partner to make decisions around abstinence and consensual sexual intimacy.	RSH: Abstinence, Dating Relationships: Intimacy and Boundaries RSH: Abstinence, Refusal Skills RSH: Abstinence, Skill-Building Challenge: Choosing Abstinence RSH: Abstinence and Contraception, Abstinence RSH: Sexual Activity and Affirmative Consent, Skill-Building Challenge: Healthy Communication RSH: Sexual Activity and Affirmative Consent, Affirmative Consent RSH: Sexual Activity and Affirmative Consent, Influences on Teens and Sexual Activity
HS.RSH.3	**HS.SRH.3** Describe how to make a decision about sexual behaviors, including virtual and in-person, that takes into consideration personal values and health and safety of self and others.	RSH: Sexual Activity and Affirmative Consent, Influences on Teens and Sexual Activity RSH: Sexual Activity and Affirmative Consent, Risks and Consequences of Being Sexually Active RSH: Abstinence, Skill-Building Challenge: Choosing Abstinence RSH: Abstinence, Advantages and Challenges to Being Abstinent 408-409 Sexting
HS.RSH.4	**HS.SRH.4** Summarize fertilization, fetal development, and childbirth.	RSH: Conception and Pregnancy (Comprehensive version—entire lesson)

		RSH: Conception and Pregnancy (Foundations version--entire lesson)
HS.RSH.5	**HS.SRH.5** Discuss skills and resources that can support people navigating parenthood.	RSH: Conception and Pregnancy (Comprehensive version), Teens as Parents RSH: Conception and Pregnancy (Comprehensive version), Skill-Building Challenge: Accessing Information RSH: Conception and Pregnancy (Foundations version), Teens as Parents RSH: Conception and Pregnancy (Foundations version), Skill-Building Challenge: Accessing Information
HS.RSH.6	**HS.SRH.6** Identify individual, familial, cultural, and systemic influences on barrier methods and contraceptive use.	RSH: Abstinence and Contraception, Contraception
HS.RSH.7	**HS.SRH.7** Compare and contrast methods to prevent unintended pregnancy, considering effectiveness, access, and personal impact on health.	RSH: Abstinence and Contraception, Contraception
HS.RSH.8	**HS.SRH.8** Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams.	RSH: Abstinence and Contraception, Contraception
HS.RSH.9	**HS.SRH.9** Identify medically accurate sources of information for pregnancy, prenatal care, and pregnancy options, including parenting, surrogacy, adoption, abortion, and safe surrender, including community resources.	RSH: Conception and Pregnancy (Comprehensive version—entire lesson)
HS.RSH.10	**HS.SRH.10** Analyze political and historical issues that were rooted in and have resulted in discrimination, oppression, and stigma against historically and currently marginalized people, including those with sexually transmitted infections (STIs) and	112-113 Health Equity, including Figure 3.1 118 Thinking Critically 228 Weight Prejudice

	HIV/AIDS.	407 Diversity Matters, Public Schools and Sexual Orientation Discrimination
HS.RSH.11	**HS.SRH.11** Discuss responsibilities around sexually transmitted infection (STI) prevention, testing, treatment, and disclosure to sexual partners.	RSH: Sexually Transmitted Diseases, Including HIV and AIDS, Sexually Transmitted Diseases RSH: Sexually Transmitted Diseases, Including HIV and AIDS, Skill-Building Challenge: Healthy Communication RSH: Sexually Transmitted Diseases, Sexually Transmitted Diseases RSH: Sexually Transmitted Diseases, Skill-Building Challenge: Healthy Communication
HS.RSH.12	**HS.SRH.12** Assess the validity, reliability, and accessibility of comprehensive sexual and reproductive health information, products, and services offered online and in the local community.	RSH: Conception and Pregnancy (Comprehensive version), Skill-Building Challenge: Accessing Information RSH Female Reproductive System, Skill-Building Challenge: Accessing Information RSH Male Reproductive System, Skill-Building Challenge: Accessing Information RSH Reproductive System in People with Ovaries, Skill-Building Challenge: Accessing Information RSH Reproductive System in People with Testicles, Skill-Building Challenge: Accessing Information RSH: Sexual Activity and Affirmative Consent, Thinking Critically

		RSH: Sexually Transmitted Diseases, Healthy Living Skills: Accessing Information RSH: Teens and Identity Exploration, Healthy Living Skills: Accessing Information
HS.RSH.13	**HS.SRH.13** Describe body literacy skills to notice changes, pain, including menstrual pain, or discomfort in one's body related to the sexual and reproductive system and identify when to seek support from trusted adults and medical professionals.	RSH: Female Reproductive System, Diseases and Disorders of the Female Reproductive System RSH: Female Reproductive System, Caring for the Female Reproductive System RSH: Reproductive System in People with Ovaries, Diseases and Disorders of the Reproductive System in People with Ovaries RSH: Reproductive System in People with Ovaries, Caring for the Reproductive System in People with Ovaries RSH: Male Reproductive System, Caring for the Male Reproductive System RSH: Male Reproductive System, Diseases and Disorders of the Male Reproductive System RSH: Reproductive System in People with Testicles, Caring for the Reproductive System in People with Testicles RSH: Reproductive System in People with Testicles, Diseases and Disorders of the Reproductive System in People with Testicles

HS.RSH.14	**HS.SRH.14** Analyze public health and government policies on sexual and reproductive health practices.	117 Eliminating Health Disparities ("Government policies and efforts designed to reduce health disparities focus on designated priority populations and marginalized groups.") RSH: Dating Relationships, Diversity Matters: Public Schools and Sexual Orientation Discrimination RSH: Teens and Identity Exploration, Resources for LGBTQIA+ Individuals
HS.RSH.15	**HS.SRH.15** Define reproductive justice and explain its history and how it relates to sexual health and health equity.	117 Eliminating Health Disparities ("Government policies and efforts designed to reduce health disparities focus on designated priority populations and marginalized groups.") RSH: Dating Relationships, Diversity Matters: Public Schools and Sexual Orientation Discrimination RSH: Teens and Identity Exploration: LGBTQIA+ Legal Rights
HS.RSH.16	**HS.SRH.16** Analyze how history can influence attitudes, beliefs, and expectations about sexuality and identity, including the history of medical experimentation and eugenics.	RSH: Teens and Identity Exploration: LGBTQIA+ Teens RSH: Teens and Identity Exploration: LGBTQIA+ Legal Rights
HS.RSH.17	**HS.SRH.17** Analyze systemic barriers to sexual, reproductive, and obstetric care, including prenatal care, childbirth, and postpartum care.	112-113 (Health Equity: "Health equity occurs when everyone has the opportunity to attain full health and wellness, and no one is disadvantaged because of their social position or other socially defined circumstance.")