ALIGNMENT TO
OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

RESOURCE TITLE: Live Well Middle School Health

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CORE SUBJECT AREA: Health Education Grade 7

NOTES:
(1) Citations use chapter and lesson numbers and names, section headings, and sub-section headings to identify the location of content.
(2) Some Reproductive and Sexual Health (RSH) lessons are offered in "foundations" and "comprehensive" versions that have the same name. When relevant, RSH citations distinguish between the two.

GRADE LEVEL SKILL FOCUS FOR MIDDLE 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)**
Standard: Wellness and Health Promotion (WHP)	**Where Taught**
7.WHP.1 Describe how personal values, self-esteem, and identity affect personal health.	1.1 Personal Influences on Health Figure 1.2 Factors that influence health. 6.2 Self-Esteem and Health Figure 6.8 Positive self-esteem is associated with healthy behaviors, and low self-esteem negatively affects health and wellness. 6.2 Self-Image Figure 6.6 Words that start with self describe how we feel about ourselves.

7.WHP.2 Analyze how personal practices and behaviors reduce or prevent disease, including health screenings.	Chapter 2: Understanding My Health: My Self-Care 2.5 Self-Care 5.1 Physical Activity and Disease Prevention 2.5 The Health Care System 2.5 Being a Health Care Consumer
7.WHP.3 Describe the connections between oral health and overall health.	Lesson 2.2 Good Oral Health
7.WHP.4 Set a personal health goal for a habit that promotes physical, social, emotional, mental, and environmental health.	1.1 Healthy Living Skills: Setting Healthy Goals 1.2 Setting SMART Goals Figure 1.6 When you are creating goals you should practice using SMART goals. 5.4 Goal Setting Using SMART Goals (physical fitness and physical health) 5.4 Skill-Building Challenge: Setting Goals Using My Fitness Plan Figure 5.14 A sample SMART goal for setting an activity goal. (physical fitness and physical health) Figure 5.15 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 goals. 6.3 Skill-Building Challenge: Goal-Setting for Resilience and Grit (emotions and emotional health) 6.4 Healthy Living Skills: Setting Healthy Goals 7.1 Skill-Building Challenge: Setting Healthy Goals (stress) Chapter 14: Chapter Review: Action Plan: Setting Green Goals

7.WHP.5 Practice and demonstrate communication skills to improve personal health, including communicating with healthcare providers.	1.1 Healthy Living Skills: Healthy Communication 1.2 Communicating Your Health Needs Figure 1.4 The four types of communication skills. 4.5 Skill-Building Challenge: Asking for Support 2.5 Communicating Your Consumer Rights 2.5 Using Assertive Communication 3.5 Healthy Living Skills: Healthy Communication (assertive communication) 9.2 Healthy Living Skills: Communication (assertive communication) 13.4 Healthy Living Skills: Healthy Communication (911) Figure 13.8 Information to give the 911 dispatcher
7.WHP.6 Analyze the influence of family, school, peers, culture, technology, media, social media, personal values, and perceived norms on the dimensions of health.	1.1 Influences on Health and Wellness 1.1 Skill-Building Challenge: Influences on Your Wellness Figure 1.2 Factors that influence health. 1.1 Personal Influences on Health Figure 1.1 The five components of wellness. 1.1 Social Influences on Health
7.WHP.7 Evaluate how social determinants of health influence health outcomes.	1.1 Social Influences on Health Figure 1.1 The five components of wellness Figure 1.2 Factors that influence health

Standard: Safety and First Aid (SFA)	**Where Taught**
7.SFA.1 Discuss how to reduce the risk of unintentional injuries for individuals, families, and communities.	5.3 Physical Activity and Proper Equipment 5.3 Preventing Injuries While Being Active Chapter 13: Chapter Review: Action Plan: Staying Safe and Injury Free 13.1 Falls 13.1 Fire Figure 13.1 The fire triangle. 13.1 Natural Disaster 13.2 Staying Safe While Being Active 13.2 Bicycle Safety Figure 13.4 Wearing a properly fitted helmet helps reduce injuries. 13.2 Community Safety 13.2 Public Safety 13.2 Pedestrian Safety Figure 13.3 Tips for being safe as a pedestrian. 13.2 Motor Vehicle Safety Figure 13.5 Using a seat belt properly can save your life in a car crash. Remember SAFE: Seat belts Are For Everyone.

7.SFA.2 Identify unsafe situations at home, at school, and in communities that can lead to injury and describe possible strategies to reduce risk.	5.3 Physical Activity and Proper Equipment 5.3 Preventing Injuries While Being Active Chapter 13: Chapter Review: Action Plan: Staying Safe and Injury Free 13.1 Falls 13.1 Fire Figure 13.1 The fire triangle. 13.1 Natural Disaster 13.2 Staying Safe While Being Active 13.2 Bicycle Safety Figure 13.4 Wearing a properly fitted helmet helps reduce injuries. 13.2 Community Safety 13.2 School Safety 13.2 Active Shooter Situations 13.2 Public Safety 13.2 Pedestrian Safety Figure 13.3 Tips for being safe as a pedestrian. 13.2 Motor Vehicle Safety Figure 13.5 Using a seat belt properly can save your life in a car crash. Remember SAFE: Seat belts Are For Everyone.
7.SFA.3 Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), and use of an automated external defibrillator (AED).	Lesson 13.4 First Aid and Emergency Procedures 13.4 Cardiopulmonary Resuscitation Figure 13.9 Steps for performing CPR. 13.4 STEM in Health: Automated External Defibrillator

7.SFA.4 Demonstrate how to ask for help to promote personal safety and injury prevention for self and others.	13.1 Skill-Building Challenge: Advocating for Gun Safety 13.2 Healthy Living Skills: Healthy Communication (safety) 13.3 Healthy Living Skills: Communication Skills (safety) Chapter 13: Chapter Review: Action Plan: Staying Safe and Injury Free
7.SFA.5 Recognize common ways to make spaces safer and more accessible for people with disabilities and why it is important.	1.1 Diversity Matters: Living With a Disability 1.1 Disability
7.SFA.6 Describe basic fire safety and wildfire prevention steps.	13.1 Fire Figure 13.1 The fire triangle
7.SFA.7 Describe strategies for using social media safely, legally, and respectfully.	13.3 Skill-Building Challenge: Keeping Myself Safe on Social Media 13.3 Social Media Sharing 13.3 Internet Safety 13.3 Importance of Passwords Figure 13.6 Tips for creating a strong password. 8.4 Sexting Figure 8.7 Teens might sext for many reasons, but there are also many reasons not to sext. 9.3 Responding to Cyberbullying
Standard: Substance Use, Misuse, and Abuse (SUB)	**Where Taught**
7.SUB.1 Evaluate the differences between addictive behavior, addiction, and dependence and their impacts on self and society.	12.2. Illicit Drugs Overview 12.4 Addictive Potential of Drugs Figure 12.9 Drugs with an addictive potential target the brain's pleasure center.

	12.1 Using OTC and Prescription Drugs Safely 12.2 Illicit Drugs and Risky Behaviors 12.4 Substance Use Disorder
7.SUB.2 Analyze the effects of substance use, misuse, and abuse on communities and society.	10.1 Consequences of Alcohol Use Lesson 12.2 Illicit Drugs 12.4 Community Laws 12.2 Illicit Drugs and Risky Behaviors 12.4 Substance Use Disorder
7.SUB.3 Analyze the outcomes of making decisions to not use alcohol, marijuana/cannabis, tobacco, anabolic steroids, and other drugs.	Lesson 10.4 Saying No to Alcohol 12.2 Skill-Building Challenge: Refuse to Use 12.3 Healthy Alternatives to Using Drugs 12.4 Being Drug-Free Figure 12.10 Benefits and barriers of being drug-free 11.3 Refusal Skills to Avoid Tobacco Use 11.3 Skill-Building Challenge: Demonstrating Interpersonal Refusal Skills (tobacco products and tobacco use) 12.2 Steroids
7.SUB.4 Explore data on current trends around opioids, including fentanyl, and other substance use, misuse, and abuse.	12.2 Opioids Table 12.2 Commonly Misused OTC and Prescription Drugs 12.1 Abuse of OTC and Prescription Drugs 12.1 Over-the-Counter and Prescription Drugs 12.1 Using OTC and Prescription Drugs Safely

7.SUB.5 Describe the social and economic consequences of substance use, misuse, abuse on self, families, and communities.	12.4 Substance Use Disorder 12.1 Potential Risks of Taking OTC and Prescription Drugs 12.2 Illicit Drugs and Risky Behaviors Figure 12.3 Dangers of illicit drugs 10.2 Risks of Underage Drinking 12.2 How Drugs Affect Athletic Performance 11.1 Health Risks and E-Cigarettes
7.SUB.6 Examine risk and protective factors to prevent use, misuse, and abuse of substances, and list alternatives to using.	12.1 Potential Risks of Taking OTC and Prescription Drugs 12.2 Illicit Drugs and Risky Behaviors 10.2 Risks of Underage Drinking 11.1 Health Risks and E-Cigarettes Lesson 10.4 Saying No to Alcohol 12.2 Skill-Building Challenge: Refuse to Use 10.4 Alternatives to Drinking Alcohol 12.3 Healthy Alternatives to Using Drugs 12.4 Being Drug-Free Figure 12.10 Benefits and barriers of being drug-free. Figure 12.7 Some suggestions for healthy alternative activities to drugs. There are many more ideas you can come up with based on where you live and the options you have.
7.SUB.7 Analyze how personal and family beliefs can affect decisions about substance use.	10.3 Who Influences You to Drink or Not 12.3 Factors That Influence the Use of Drugs 12.1 Healthy Living Skills: Analyzing Influences (drugs and drug use) Lesson 12.3 Influences on the Use of Medications and

	Drugs
7.SUB.8 Demonstrate how to ask a trusted adult for help accessing resources for self and others regarding situations related to the use of alcohol, tobacco, and other drugs.	12.4 Career Connection: Social and Human Services Assistant 10.5 Career Connection: Substance Abuse Counselor 10.5 Skill-Building Challenge: Where Can I Go for Help? (alcohol use disorder) 11.3 Support of Family and Friends (tobacco products and tobacco use)
7.SUB.9 Describe situations that require professional substance abuse treatment services and locate valid information and community resources.	12.4 Career Connection: Social and Human Services Assistant 10.5 Career Connection: Substance Abuse Counselor 10.5 Family Involvement in Residential Treatment Programs 12.4 Treating Substance Use Disorders 12.4 Skill-Building Challenge: Accessing Information (substance abuse treatment)
Standard: Food, Nutrition, and Physical Activity (FNP)	**Where Taught**
7.FNP.1 Discuss how food waste and the environment are interconnected.	14.4 Giving Back to the Environment (composting)
7.FNP.2 Analyze ways that media influence our decisions around food and physical activity.	3.2 Influences on Your Appetite Figure 3.14 Factors that influence appetite 5.4 Healthy Living Skills: Analyzing Technology Influences

7.FNP.3 Compare and contrast the nutrient density between ultra-processed, minimally processed, or non processed foods and snacks.	3.1 Nutrients and Your Health Figure 3.28 Processed foods usually have more calories, salt, and sugar than the original, whole food. Figure 3.31 Fats from nuts, vegetables, and fish are healthy choices. Fats from baked goods and fried foods are not healthy and should be avoided. Table 3.3 Foods That Can Harm or Help Health
7.FNP.4 Compare and contrast the differences in community or geographic access to nutrient dense foods.	4.2 Food Deserts 4.2 Does Everyone Have Access to Enough Food?
7.FNP.5 Identify the oral health benefits of hydrating with non-sugar sweetened beverages.	3.1 Water and Other Beverages Figure 3.8 There are many benefits to drinking water
7.FNP.6 Identify the social, emotional, and cognitive benefits of eating nutrient dense foods and engaging in regular physical activity.	1.2 Practicing Healthy Behaviors 3.1 Nutrients and Your Health Table 3.3 Foods That Can Harm or Help Health Figure 3.3 You will get more fiber from foods that are whole, like an apple, than from processed foods, like applesauce. 4.1 Minerals for Healthy Development 5.1 Physical Activity Benefits

7.FNP.7 Identify how personal food and beverage choices, including eating times, affects health and well being.	1.2 Practicing Healthy Behaviors 3.1 Nutrients and Your Health Table 3.3 Foods That Can Harm or Help Health Figure 3.3 You will get more fiber from foods that are whole, like an apple, than from processed foods, like applesauce. 4.1 Minerals for Healthy Development 5.1 Physical Activity Benefits 3.1 Healthy Living Skills: Making Healthy Decisions (food and nutrition) 3.3 Healthy Living Skills: Making Healthy Decisions (food and nutrition) 3.5 Choosing Healthy Convenience Foods 3.5 Making Healthy Breakfast Decisions 3.5 Making Healthy Decisions When Eating Out 3.5 Skill-Building Challenge: Making a Healthy Food Decision Figure 3.8 There are many benefits to drinking water.
7.FNP.8 Describe personal hunger and fullness cues.	3.2 Understanding Your Hunger Figure 3.13 Hunger, satiation, and satiety are cues that tell you when to start and stop eating.
7.FNP.9 Describe common food allergies and how to manage them.	1.3 Allergies

Standard: Social, Emotional, and Mental Health (SEM)	**Where Taught**
7.SEM.1 ***TSEL Practice 1D*** Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.	6.2 Self-Image 8.2 Gender Socialization RSH Comprehensive: Teens and Identity Exploration
7.SEM.2 ***TSEL Practices 2B*** Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.	6.2 Your Identity Figure 6.5 Your identity is what makes you unique 6.2 Self-Esteem 6.2 Self-Esteem and Self-Confidence Boosters and Busters Figure 6.6 Words that start with self describe how we feel about ourselves. Figure 6.7 Self-esteem comes from being yourself and believing in yourself.
7.SEM.3 Identify and discuss causes, symptoms, and impacts of depression, anxiety, including eating disorders and disordered eating, trauma, self-harm, and suicide.	7.3 What Is Depression? Figure 7.9 Specific types of depression. 7.3 Sadness Versus Depression 7.3 Depression and Health Conditions 4.4 Disordered Eating and Eating Disorders 7.2 What Are Anxiety Disorders? Figure 7.8 Common symptoms of anxiety disorders. 7.3 Understanding Self-Harm 7.3 Suicide and Suicide Prevention

7.SEM.4 Describe how mental health professionals and other trusted adults can help prevent, treat, and heal from mental health challenges, including suicidal thoughts, eating disorders, and disordered eating.	12.4 Career Connection: Social and Human Services Assistant 4.4 Disordered Eating and Eating Disorders 8.1 Career Connection: Marriage and Family Therapist 6.1 Career Connection: Mental Skills Coach 9.2 Career Connection: Social Worker 7.2 Care and Treatment of Mental Disorders 7.2 Getting Help for Anxiety Disorders 7.3 Reaching Out for Help
7.SEM.5 Develop a plan to practice effective and appropriate communication skills via electronic devices and social media to prevent and resolve interpersonal conflict.	9.2 Managing Conflict 9.2 Conflict Resolution 9.2 Healthy Living Skills: Accessing Resources (conflict resolution) 9.2 Skill-Building Challenge: Resolving Conflicts (conflict resolution) Figure 9.6 Steps to conflict resolution. 9.4 Setting Personal Boundaries 8.1 *I* Messages 8.1 Communicating Through Text Messages and Social Media RSH Foundational: Relationships and Communication Skills: Communicating Through Text Messages and Social Media RSH Foundational: Relationships and Communication Skills: Healthy Living Skills: Practicing Healthy Behaviors

7.SEM.6 Identify how connecting with the community, and personal and cultural identity development contribute to mental health.	8.1 Relationships 8.1 Healthy Relationships 6.2 Being Yourself (entire lesson) Figure 8.1 Healthy relationship characteristics 8.1 Unhealthy Relationships Figure 8.2 Unhealthy relationship characteristics Chapter 8: Understanding My Health: Is My Relationship Healthy or Unhealthy? RSH Foundational: Relationships and Communication Skills: Figure 1 Healthy relationship characteristics RSH Foundational: Relationships and Communication Skills: Healthy Relationships RSH Foundational: Relationships and Communication Skills: Figure 2 Unhealthy relationship characteristics. RSH Foundational: Relationships and Communication Skills: Unhealthy Relationships
7.SEM.7 Discuss resiliency and the strategies that individuals and communities use to promote health, overcome health and mental health challenges, address barriers to health, and promote health equity and justice.	6.3 Self-Talk for Resilience, Grit, and Growth 6.3 What Is Resilience? 6.3 Skill-Building Challenge: Goal-Setting for Resilience and Grit 1.2 Advocating for Good Health 1.2 Advocating for Your Community Figure 1.8 Steps to community advocacy.
7.SEM.8 Identify laws related to student mental health days and age of consent to mental health services.	6.1 What Is Emotional Health? 6.1 Emotions and Self-Awareness

Standard: Healthy Relationships and Violence/Abuse Prevention (HRVP)	**Where Taught**
7.HRVP.1 ***TSEL Practice 3A*** Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities.	6.2 Being Yourself (entire lesson, especially Your Identity) Figure 6.5 Your identity is what makes you unique
7.HRVP.2 Discuss the right of all people to decide if, when and, with whom to be in a relationship.	Chapter 8: Chapter opener "Understanding My Health," Is My Relationship Healthy or Unhealthy? 8.1 Healthy Relationships: Relationships; Healthy Relationships; Unhealthy Relationships 8.3 Skill-Building Challenge: Deciding to End a Friendship 8.4 Dating Relationships, Dating Relationships: Intimacy and Boundaries Chapter 8 Chapter Review, Project-Based Learning: Keeping Healthy Friendships 9.4 Skill-Building Challenge: Making Healthy Decisions (relationships)

7.HRVP.3 Identify strategies to maintain a safe relationship, end an unsafe, inequitable, or unhealthy relationship, manage conflict, and navigate rejection.	Lesson 8.1 Healthy Relationships Lesson 8.3 Friendships 8.3 Skill-Building Challenge: Deciding to End a Friendship Lesson 8.4 Dating Relationships 8.4 Breaking Up Chapter 8: Project-Based Learning: Keeping Healthy Friendships Chapter 8: Understanding My Health: Is My Relationship Healthy or Unhealthy? Chapter 8: Chapter Review: Action Plan: Open Communication With a Guardian RSH Foundational: Relationships and Communication Skills: Figure 1 Healthy relationship characteristics. RSH Foundational: Relationships and Communication Skills: Healthy Relationships RSH Foundational: Relationships and Communication Skills: Figure 2 Unhealthy relationship characteristics. RSH Foundational: Relationships and Communication Skills: Unhealthy Relationships
7.HRVP.4 Compare multiple external influences that have an impact on one's attitudes about gender and gender identity.	8.2 Skill-Building Challenge: How Culture, Media, and other People Influence Your Perceptions of Gender Roles RSH Comprehensive: Teens and Identity Exploration: Gender Identity and Sexual Orientation RSH Comprehensive: Teens and Identity Exploration: Gender Socialization

7.HRVP.5 Explain the impact that media, including social media, sexually explicit media and sexting, can have on one's body image and self-esteem.	4.4 Social Media 4.4 Media Influences on Body Image 4.4 Other Influences on Body Image 4.4 Negative Body Image and Health 4.4 Skill-Building Challenge: Analyzing Influences on Body Image Figure 4.8 Typical versus ideal body types. Figure 4.9 One hundred percent of fashion images are digitally altered in some way. 8.4 Sexting Figure 8.7 Teens might sext for many reasons, but there are also many reasons not to sext. RSH Foundational: Dating Relationships: Figure 2 Teens should not sext, but there are reasons why some teens do. RSH Foundational: Dating Relationships: Sexting RSH Comprehensive: Dating Relationships: Figure 2: Teens should not sext, but there are reasons why so teens do. RSH Comprehensive: Dating Relationships: Sexting 6.2 Self-Esteem 6.2 Self-Esteem and Self-Confidence Boosters and Busters
7.HRVP.6 Develop a decision making model to determine if and how to intervene and support a person who is being harassed, bullied, or coerced, including assessing when and how and how it is safe to do so.	9.3 Responding to Bullying 9.3 Responding to Cyberbullying Figure 9.8 Bullies and bully victims.

7.HRVP.7 Analyze dating violence and sexual violence, including harassment, abuse, and trafficking, and their impact on physical, social, emotional, and mental health.	9.1 What Is Violent Behavior? Figure 9.1 Categories of violent behaviors. 9.4 Sexual Assault 9.4 Coercive Relationships Domestic Violence (including dating violence) Table 9.1 Signs and Symptoms of Child Abuse Figure 9.12 Signs in victims of human trafficking. 9.4 Victims of Sex Trafficking
7.HRVP.8 Explain why a survivor/victim of interpersonal violence, including sexual violence and trafficking, is never to blame for the actions of the person who perpetrates the violence.	9.4 Victims of Sex Trafficking 9.4 Understanding Abuse
7.HRVP.9 Identify strategies that people might use to traffic and exploit youth, actions to prevent and counter trafficking, and places to get help.	9.4 Human and Sex Trafficking 9.4 Breaking the Cycle of Abuse
7.HRVP.10 Identify state and federal laws on sexual consent and mandatory reporting.	RSH Comprehensive: Dating Relationships: Affirmative Consent RSH Comprehensive: Sexual Activity and Affirmative Consent: Affirmative Consent 9.4 Recognizing and Reporting Child Abuse and Neglect

Standard: Growth and Development (GD)	Where Taught
7.GD.1 Discuss how peers, media, family, and culture can influence self-concept, body image, and self-esteem.	4.4 Other Influences on Body Image 4.4 Skill-Building Challenge: Analyzing Influences on Body Image 6.1 Emotions and Self-Awareness 6.2 Self-Esteem 6.2 Self-Esteem and Self-Confidence Boosters and Busters
7.GD.2 Describe how puberty can prepare human bodies for the potential to reproduce and that some people have conditions that impact the ability to reproduce.	RSH Foundational: Female Reproductive System: Purpose of Female Reproductive System RSH Foundational: Male Reproductive System: Purpose of Male Reproductive System RSH Comprehensive: Reproductive System in People With Ovaries: Purpose of the Reproductive System in People With Ovaries RSH Comprehensive: Reproductive System in People With Testicles: Reproductive Anatomy in People With Testicles RSH Comprehensive: Reproductive System in People With Ovaries: Diseases and Disorders of the Reproductive System in People With Ovaries RSH Comprehensive: Reproductive System in People With Testicles: Diseases and Disorders of the Reproductive System in People With Testicles RSH Foundational: Female Reproductive System: Diseases and Disorders of the Female Reproductive System RSH Foundational: Male Reproductive System: Diseases and Disorders of the Male Reproductive System

7.GD.3 Describe human reproductive systems, including the external and internal body parts and their functions, and variations in human bodies, including intersex conditions.	RSH Foundational: Female Reproductive System: Internal Female Reproductive Anatomy RSH Foundational: Female Reproductive System: Figure 1 Internal female reproductive anatomy. RSH Foundational: Female Reproductive System: External Female Reproductive Anatomy RSH Foundational: Male Reproductive System: Male Reproductive Anatomy RSH Foundational: Male Reproductive System: Figure 1 Cross-section of the male reproductive anatomy. RSH Foundational: Male Reproductive System: Figure 1 Cross-section of the male reproductive anatomy. RSH Foundational: Male Reproductive System: Semen RSH Foundational: Male Reproductive System: Figure 2 (a) Circumcised penis and (b) uncircumcised penis. RSH Comprehensive: Reproductive System in People With Ovaries: Figure 1 Internal reproductive anatomy in a person with ovaries. RSH Comprehensive: Reproductive System in People With Ovaries: Internal Reproductive Anatomy in People With Ovaries RSH Comprehensive: Reproductive System in People With Testicles: Figure 1 Cross-section of the reproductive anatomy in people with testicles. RSH Comprehensive: Reproductive System in People With Testicles: Reproductive Anatomy in People With Testicles RSH Comprehensive: Reproductive System in People With Testicles: Semen RSH Comprehensive: Teens and Identity Exploration: Gender Identity and Sexual Orientation RSH Comprehensive: Teens and Identity Exploration: Sex and Sexuality

7.GD.4 Access medically accurate, not fear- or shame-based, comprehensive, and inclusive sources of information about sexual and romantic orientation.	RSH Comprehensive: Teens and Identity Exploration: Resources for LGBTQIA+ Individuals
Standard: Sexual and Reproductive Health (SRH)	**Where Taught**
7.SRH.1 Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexuality	RSH Comprehensive: Teens and Identity Exploration: Sex and Sexuality RSH Comprehensive: Healthy Living Skills: Analyzing Influences (sexual activity) RSH Comprehensive: Sexual Activity and Affirmative Consent: Influences on Teen Sexual Activity RSH Comprehensive: Sexual Activity and Affirmative Consent: Affirmative Consent
7.SRH.2 Apply a decision-making model to choices about engaging in sexual behaviors.	RSH Comprehensive: Abstinence and Contraception, Skill-Building Challenge: Making Decisions RSH Comprehensive: Sexual Activity and Affirmative Consent: Healthy Living Skills: Making Healthy Decisions (sexual activity)
7.SRH.3 Describe a range of ways a viable pregnancy can occur.	RSH Comprehensive: Conception and Pregnancy: Conception RSH Foundational: Conception and Pregnancy: Conception
7.SRH.4 Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them.	RSH Comprehensive: Abstinence and Contraception: Contraception RSH Comprehensive: Abstinence and Contraception: Contraceptive Methods: Effectiveness, Advantages, and Disadvantages

7.SRH.5 Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.	RSH Comprehensive: Conception and Pregnancy: Figure 2 Pregnancy is divided into three trimesters: (a) first trimester, (b) second trimester, and (c) third trimester. RSH Comprehensive: Conception and Pregnancy: Stages of Pregnancy RSH Foundational: Conception and Pregnancy: Figure 2 Pregnancy is divided into three trimesters: (a) first trimester, (b) second trimester, and (c) third trimester. RSH Foundational: Conception and Pregnancy: Stages of Pregnancy RSH Comprehensive: Conception and Pregnancy: Benefits of Finishing High School Before Becoming a Parent RSH Comprehensive: Conception and Pregnancy: Teen Pregnancy RSH Comprehensive: Conception and Pregnancy: Teens as Parents RSH Foundational: Conception and Pregnancy: Teen Pregnancy RSH Comprehensive: Conception and Pregnancy: Ending a Pregnancy RSH Comprehensive: Conception and Pregnancy: Safe Haven Laws RSH Comprehensive: Conception and Pregnancy: Adoption Options RSH Foundational: Conception and Pregnancy: Adoption Options
7.SRH.6 Discuss the symptoms and treatments of various sexually transmitted infections (STIs), including HIV/AIDS.	RSH Comprehensive: Sexually Transmitted Diseases, Including HIV and AIDS: Sexually Transmitted Diseases RSH Foundational: Sexually Transmitted Diseases: Sexually Transmitted Diseases RSH Foundational: Sexually Transmitted Diseases: Table 1, STDs: Description, Transmission, Symptoms,

	and Treatment
7.SRH.7 Describe the steps to using barrier methods correctly, including external and internal condoms and dental dams.	RSH Comprehensive: Abstinence and Contraception: Contraceptive Methods: Effectiveness, Advantages, and Disadvantages RSH Comprehensive: Abstinence and Contraception: Contraception
7.SRH.8 Identify medically accurate sources of information about comprehensive sexual and reproductive health.	RSH Comprehensive: Reproductive System in People With Ovaries: Skill-Building Challenge: Accessing Information RSH Comprehensive: Reproductive System in People With Testicles: Skill-Building Challenge: Accessing Information RSH Foundational: Female Reproductive System: Skill-Building Challenge: Accessing Information RSH Foundational: Male Reproductive System: Skill-Building Challenge: Accessing Information
7.SRH.9 Examine how discrimination and racism negatively impact sexual and reproductive health.	RSH Comprehensive: Teens and Identity Exploration: Using Inclusive Language RSH Comprehensive: Dating Relationships: Diversity Matters: Public Schools and Sexual Orientation Discrimination