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 8

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 demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health. (Skill 3)** ➢ **Students demonstrate effective decision-making skills to enhance health. (Skill 5)** ➢ **Students advocate for behaviors that support personal, family, peer, school, and community health. (Skill 8)**
Standard: Wellness and Health Promotion (WHP)	**Where Taught**

8.WHP.1 Describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental).	Figure 1.1 The five components of wellness. Chapter 1: Understanding My Health: My Well-Being 5.1 Understanding Physical Activity, Exercise, and Physical Fitness 5.2 Healthy Living Skills: Practicing Healthy Behaviors (physical activity) 8.1 Healthy Living Skills: Practicing Healthy Behaviors (relationships) 14.4 Giving Back to the Environment 14.4 What Does Living Green Mean? RSH Foundational: Adolescence and Puberty: Healthy Living Skills: Practicing Healthy Behaviors
8.WHP.2 Compare and contrast how communicable and noncommunicable diseases are treated and managed.	Lesson 1.4 Communicable Diseases Lesson 1.5 Noncommunicable Diseases
8.WHP.3 Explain why it is important to protect vision, hearing, skin, and teeth.	2.1 Caring for Your Skin 2.2 Caring for Your Mouth and Teeth 2.3 Protecting Your Vision 2.3 Protecting Your Hearing

8.WHP.4 Describe strategies to integrate healthy habits related to sleep, physical activity, hygiene, breakfast, social media, and technology habits.	1.2 What Are Health Skills? Figure 1.7 Habits can be healthy or unhealthy 2.4 Self-Management for Good Sleep 2.4 Skill-Building Challenge: Developing Self-Management for Good Sleep Table 2.1 Sleep Recommendations Lesson 5.4 Fitness Planning 5.4 FITT Principle 2.2 Goal Setting for Good Dental Hygiene Chapter 2: Chapter Review: Action Plan: Personal Health and Hygiene Figure 2.9 A SMART goal for good oral hygiene 2.1 Developing Good Hygiene 3.5 Making Healthy Breakfast Decisions 8.3 Social Media 8.1 Communicating Through Text Messages and Social Media Lesson 13.3 Safety Online RSH Foundational: Relationships and Communication Skills: Communicating Through Text Messages and Social Media
8.WHP.5 Identify personal signs and symptoms of needing healthcare and discuss age of consent laws for accessing physical health services.	2.5 The Health Care System 2.5 Being a Health Care Consumer 2.5 Healthy Living Skills: Accessing Information (health care) Chapter 2: Project-Based Learning: Finding Local Health Resources Project 14.1 State and Local Health Departments

8.WHP.6 Analyze the validity of health information in print and online using established criteria.	1.2 Checklist for Evaluating Health Websites 1.2 Types of Web Domains 1.2 Valid and Reliable Websites 1.2 Accessing Valid and Reliable Health Information and Services 2.5 Healthy Living Skills: Accessing Information (health care) Chapter 2: Project-Based Learning: Finding Local Health Resources Project
8.WHP.7 Describe how societal issues of inequity, discrimination, and poverty influence the ability to engage in healthy behavior.	1.1 Social Influences on Health Figure 1.1 The five components of wellness. Figure 1.2 Factors that influence health. 4.2 Does Everyone Have Access to Enough Food? (including food deserts) 14.1 Community and Public Health Resources, State and Local Health Departments (health disparity) 9.1 Prejudice, Bias, and Intolerance RSH Comprehensive: Dating Relationships: Diversity Matters: Public Schools and Sexual Orientation Discrimination
8.WHP.8 Examine the relationship between environmental conditions, including air and water	1.1 Environmental Influences on Health Figure 1.2 Factors that influence health. 14.2 Air, Water, and Noise Pollution (entire lesson)
Standard: Safety and First Aid (SFA)	**Where Taught**

8.SFA.1 Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease and injury.	1.5 Practicing Healthy Behaviors: Behavior Contracts 1.5 Skill-Building Challenge: Creating a Behavior Contract 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.

8.SFA.2 Analyze the likelihood of personal injury or illness if engaging in unsafe and unhealthy behaviors.	10.2 Risks of Underage Drinking 12.1 Potential Risks of Taking OTC and Prescription Drugs 12.2 Illicit Drugs and Risky Behaviors 11.1 Health Risks and E-Cigarettes 9.3 Risks of Gang Violence Figure 9.10 Risks of gang violence
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.	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
8.SFA.4 Work cooperatively to create projects that advocate for practices that promote safe and accessible communities.	1.2 Advocating for Good Health 1.1 Diversity Matters: Living With a Disability 1.1 Disability 13.1 Skill-Building Challenge: Advocating for Gun Safety 13.2 Healthy Living Skills: Healthy Communication (safety) 4.1 Healthy Living Skills: Promoting Good Health 6.2 Healthy Living Skills: Promoting Good Health 13.3 Healthy Living Skills: Communication Skills (safety) Chapter 13: Chapter Review: Action Plan: Staying Safe and Injury Free

8.SFA.5 Describe the school and community safety and disaster protocols for a natural disaster or threat of violence.	13.1 Natural Disaster 13.2 Community Safety 13.2 School Safety 13.2 Active Shooter Situations Figure 13.2 Active shooter procedures
Standard: Substance Use, Misuse, and Abuse (SUB)	**Where Taught**
8.SUB.1 Identify risk and protective factors related to substance use, misuse, and abuse.	10.2 Risks of Underage Drinking 11.1 Tobacco's Effects on the Body Table 11.1 Health Effects of Tobacco 11.1 Health Effects of Smokeless Tobacco 11.1 Health Risks and E-Cigarettes 11.1 Secondhand and Thirdhand Smoke or Vape 12.1 Potential Risks of Taking OTC and Prescription Drugs 12.2 Illicit Drugs and Risky Behaviors Figure 12.3 Dangers of illicit drugs 12.4 Substance Use Disorder Figure 12.8 Substance use disorder criteria
8.SUB.2 Understand how substance use, misuse, and abuse affects the basic function of the central and autonomic nervous systems including brain function.	10.2 Mental Effects of Alcohol Use Figure 10.1 How alcohol affects the different parts of the brain. Figure 10.8 Brain activity in a teen who drinks alcohol versus one who doesn't. 12.4 Effects of Drugs on the Brain 12.2 Illicit Drugs (passages in sections about stimulants, opioids, inhalants, and club drugs)

	Figure 12.9 Drugs with an addictive potential target the brain's pleasure center.
8.SUB.3 Describe the risks of fentanyl exposure and overdose and identify harm reduction strategies, including testing, naloxone, and other interventions.	12.2 Opioids 12.4 Treating Substance Use Disorders
8.SUB.4 Examine the relationship between substance use, misuse, and abuse risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.	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

8.SUB.5 Evaluate the influence of family, school, peers, culture, media, personal values, and perceived norms on the use of alcohol, marijuana/cannabis, tobacco, and other drugs.	10.3 Diversity Matters: Influence of Culture 10.3 Skill-Building Challenge: Who Influences Me? (alcohol use) 10.3 Who Influences You to Drink or Not 12.1 Healthy Living Skills: Analyzing Influences (drugs and drug use) Lesson 12.3 Influences on the Use of Medications and Drugs 12.3 Media and Advertisements 12.3 Factors That Influence the Use of Drugs 12.4 School Policies Lesson 12.3 Influences on the Use of Medications and Drugs 11.1 Healthy Living Skills: Analyzing Influences (tobacco products and tobacco use) 11.2 Factors That Influence Tobacco Use 11.2 Skill-Building Challenge: Who Influences Me? (tobacco products and tobacco use) 11.4 Healthy Living Skills: Analyzing Influences (tobacco products and tobacco use) 11.4 The Influence of Marketing Techniques on Tobacco Use Lesson 11.2 Influences on Using Tobacco Products Table 11.2 Internal and External Influences on Using Tobacco

8.SUB.6 Discuss decisions around substance use and the benefits of being substance-free.	Lesson 10.4 Saying No to Alcohol 12.2 Skill-Building Challenge: Refuse to Use 10.4 Alternatives to Drinking Alcohol 11.3 Tips for Staying Tobacco-Free 11.3 Quitting Methods 12.3 Healthy Alternatives to Using Drugs 12.4 Being Drug-Free Figure 12.10 Benefits and barriers of being drug-free
8.SUB.7 Demonstrate communication skills to avoid alcohol, marijuana/cannabis, tobacco, or other drug use, especially in peer-pressure situations.	Lesson 10.4 Saying No to Alcohol 11.3 Refusal Skills to Avoid Tobacco Use 11.3 Skill-Building Challenge: Demonstrating Interpersonal Refusal Skills (tobacco products and tobacco use) 12.1 Healthy Living Skills: Healthy Communication (drugs and drug use) 12.2 Skill-Building Challenge: Refuse to Use
8.SUB.8 Describe where to find reliable information and services regarding substance use, misuse, and abuse.	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) 12.4 Career Connection: Social and Human Services Assistant 12.4 Treating Substance Use Disorders 12.4 Skill-Building Challenge: Accessing Information (substance abuse treatment)
8.SUB.9 Examine the history and impact of drug laws and prosecution on communities.	12.4 Community Laws

Standard: Food, Nutrition, and Physical Activity (FNP)	**Where Taught**
8.FNP.1 Explain how food is transported from farm to table, focusing on maintaining quality and safety.	4.2 Food Safety Figure 4.4 Food can become contaminated anywhere along the food chain. Figure 4.5 Four steps to food safety. Table 4.1 Common Foodborne Illnesses
8.FNP.2 Discuss ways that the foods and beverages that people consume have a profound impact on their health.	3.1 Nutrients and Your Health 3.2 Energy Balance Figure 3.10 Energy balance. Table 3.1 Energy Needs Across the Life Span 3.3 Building a Healthy Diet Figure 3.16 The four keys to a healthy diet. 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 3.1 Water and Other Beverages (nutritious and non-nutritious drinks) Figure 3.8 There are many benefits to drinking water.

8.FNP.3 Assess personal eating and physical activity behaviors.	1.2 Practicing Healthy Behaviors 3.5 Healthy Living Skills: Practicing Healthy Behaviors (food and nutrition) 3.5 Making Healthy Breakfast Decisions 3.5 Making Healthy Decisions When Eating Out 4.1 Healthy Living Skills: Practicing Healthy Behaviors (food and nutrition) Chapter 4: Understanding My Health: What Influences My Eating Behaviors? 4.1 Healthy Living Skills: Practicing Healthy Behaviors (food and nutrition) 5.1 Healthy Living Skills: Analyzing Influences (physical activity) 5.1 Healthy Living Skills: Making Healthy Decisions (physical activity) 5.2 Healthy Living Skills: Practicing Healthy Behaviors (physical activity) 5.3 Skill-Building Challenge: Analyzing Influences (physical activity)
8.FNP.4 Discuss cultural dishes, identify ingredients, and find the origins of the food in each recipe.	Figure 3.15 Culture plays a big role in our food preferences and choices.
8.FNP.5 Analyze the impacts of media, social media, and marketing on food habits.	Chapter 4: Understanding My Health: What Influences My Eating Behaviors? Figure 3.14 Factors that influence appetite. 3.3 Healthy Living Skills: Analyzing Influences (food and nutrition) 3.5 Healthy Living Skills: Analyzing Influences (food and nutrition)

8.FNP.6 Describe the personal feelings associated with engaging in physical activity, eating nutritious food, and staying hydrated and identify strategies to take care of one's body.	1.2 Practicing Healthy Behaviors Chapter 2: Understanding My Health: My Self-Care 2.5 Self-Care 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.
8.FNP.7 Examine food insecurity and injustice, lack of access, and impacts on individual and community health, cultural preservation and practices.	4.2 Food Deserts 4.2 Does Everyone Have Access to Enough Food?
Standard: Social, Emotional, and Mental Health (SEM)	**Where Taught**

8.SEM.1 *TSEL Practice 1D* Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging.	6.2 Self-Image 8.2 Gender Socialization RSH Comprehensive: Teens and Identity Exploration
8.SEM.2 *TSEL Practice 5C* Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.	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. 3.5 "Nadia's . . ." (lesson opener) 3.5 Healthy Living Skills: Practicing Healthy Behaviors 3.5 Healthy Living Skills: Promoting Good Health 8.1 Relationships 8.1 Healthy Relationships 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? 14.4 What Does Living Green Mean? 14.4 Giving Back to the Environment 14.4 Skill-Building Challenge: Living Green Challenge

8.SEM.3 Develop an action plan to respond to stress, anxiety, including eating disorders and disordered eating, depression, self-harming behaviors, trauma, substance use and abuse, or suicidal thoughts.	4.4 Disordered Eating and Eating Disorders 7.1 Managing Stress 7.2 Care and Treatment of Mental Disorders 7.2 Getting Help for Anxiety Disorders 7.3 Understanding Self-Harm 7.3 Suicide and Suicide Prevention Chapter 7: Chapter Review: Action Plan: Stress Management Chapter 7: Project-Based Learning: Helping a Friend in Need Chapter 7: Understanding My Health: My Stress and Anxiety Figure 7.8 Common symptoms of anxiety disorders. Table 7.1 Common Anxiety Disorders Figure 7.5 Approaches to stress management. 7.3 Understanding Self-Harm 7.3 Suicide and Suicide Prevention 12.4 Treating Substance Use Disorders
8.SEM.4 Recognize when professional services are needed for self and others experiencing chronic or serious mental health concerns and traumatic stress, including self-harm, eating disorders and disordered eating, substance use and abuse, and suicidal ideation.	7.2 Care and Treatment of Mental Disorders 7.2 Getting Help for Anxiety Disorders 7.3 Depression and Health Conditions 7.3 Reaching Out for Help 8.1 Career Connection: Marriage and Family Therapist 9.2 Career Connection: Social Worker 12.4 Career Connection: Social and Human Services Assistant

	4.5 Career Connection: Dietician 6.1 Career Connection: Mental Skills Coach
8.SEM.5 Discuss the impact of social media use on our social, emotional, and mental health for individuals and the community.	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. 8.1 Communicating Through Text Messages and Social Media 8.4 Sexting Figure 8.7 Teens might sext for many reasons, but there are also many reasons not to sext. 9.3 Cyberbullying 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
8.SEM.6 Analyze how social systems of inequity and discrimination impact mental health and well-being, and identify ways to promote health equity and justice.	4.4 Weight Prejudice Figure 7.7 Use STOP to help you recognize stigma and avoid applying it. (mental health) 9.1 Prejudice, Bias, and Intolerance RSH Comprehensive: Dating Relationships: Diversity Matters: Public Schools and Sexual Orientation Discrimination RSH Comprehensive: Teens and Identity Exploration: Using Inclusive Language
8.SEM.7 Discuss how state and federal laws and policies can influence access to mental health.	8.1 Healthy Living Skills: Promoting Good Health (healthy relationships) RSH Comprehensive: Teens and Identity Exploration: Healthy Living Skills: Advocating for Good Health

(continued)

Standard: Healthy Relationships and Violence/Abuse Prevention (HRVP)	Where Taught
8.HVRP.1 ***TSEL Practice 2D*** Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.	1.1 Healthy Living Skills: Healthy Communication Figure 1.4 The four types of communication skills. 2.5 Using Assertive Communication 3.5 Healthy Living Skills: Healthy Communication (assertive communication) 8.1 *I* Messages 8.1 Communicating Through Text Messages and Social Media 8.1 Skill-Building Challenge: Using *I* Messages and Active Listening Skills 8.4 Healthy Living Skills: Healthy Communication (boundaries) 9.1 Communicating Respect for Others 9.1 Skill-Building Challenge: Communicating Respect for Others 9.1 Healthy Living Skills: Practicing Healthy Behaviors (speak up) 9.2 Healthy Living Skills: Communication (assertive communication) 9.4 Setting Personal Boundaries RSH Foundational: Adolescence and Puberty: Healthy Living Skills: Healthy Communication RSH Foundational: Relationships and Communication Skills: *I* Messages

8.HRVP.2 Examine how power, privilege, positionality, and inequity are root causes of interpersonal and community violence and discuss what people can do to prevent it.	Lesson 9.1 Understanding Violent Behavior Figure 9.1 Categories of violent behaviors. 9.3 Bullying (". . . bully, thinks they are more important or powerful . . .") 9.1 What Is Violent Behavior? 9.1 Preventing Violence (including Community and Society, ". . . ensuring equity . . .") 9.1 Reporting Violence 9.4 Breaking the Cycle of Abuse 13.2 School Safety ("Bullying happens when there is a real or perceived difference in power . . .")
8.HRVP.3 Demonstrate how to use gender-affirming language with and about people of all gender identities and/or gender expressions.	2.3 Social Norms and Listening Behaviors 6.1 Developing Empathy 6.1 Skill-Building Challenge: Expressing and Communicating Empathy 8.4 Diversity Matters: Public Schools and Sexual Orientation Discrimination RSH Comprehensive: Teens and Identity Exploration, LGBTQIA+ Teens (Using Inclusive Language) RSH Comprehensive: Dating Relationships: Diversity Matters: Public Schools and Sexual Orientation Discrimination

8.HRVP.4 Demonstrate verbal and nonverbal communication skills that express personal boundaries and consent and how to show respect for the boundaries of others.	8.1 Communication is a Two-Way Street 8.1 Active Listening 8.1 Communication Styles 8.1 / Messages 8.1 Skill-Building Challenges: Using / Messages and Active Listening Skills 8.4 Dating Relationships: Intimacy and Boundaries 8.4 Healthy Living Skills: Healthy Communication (boundaries) 9.4 Setting Personal Boundaries Figure 9.13 Types of personal boundaries RSH Comprehensive: Dating Relationships: Affirmative Consent RSH Comprehensive: Dating Relationships: Healthy Living Skills: Advocating for Good Health RSH Comprehensive: Dating Relationships: Skill-Building Challenge: Healthy Communication RSH Comprehensive: Sexual Activity and Affirmative Consent: Affirmative Consent RSH Comprehensive: Dating Relationships: Intimacy and Boundaries RSH Foundational: Abstinence: Dating Relationships: Intimacy and Boundaries RSH Foundational: Dating Relationships: Intimacy and Boundaries
8.HRVP.5 Demonstrate strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.	Chapter 8: Understanding My Health: Is My Relationship Healthy or Unhealthy? 8.4 Breaking Up Figure 8.9 Breaking up with someone can be difficult, but following these concepts can make it easier

	8.3 Skill-Building Challenge: Deciding to End a Friendship
8.HRVP.6 Identify community resources and other sources of support, including confidential advocates, that students can go to if they have questions about sexual safety or if someone is being sexually harassed, abused, assaulted, or trafficked.	9.2 Career Connection: Social Worker 9.4 Sexual Assault Figure 9.1 Categories of violent behaviors 9.1 What Is Violent Behavior? 9.4 Coercive Relationships Table 9.1 Signs and Symptoms of Child Abuse Figure 9.12 Signs in victims of human trafficking 9.4 Victims of Sex Trafficking 9.4 Human and Sex Trafficking 9.4 Breaking the Cycle of Abuse 9.4 Healthy Living Skills: Accessing Information (conduct research on teen dating violence)

8.HRVP.7 Explain the impact that media, including social media, sexually explicit media and sexting, can have on one's body image, self-esteem, and relationships.	4.4 Social Media 4.4 Media Influences on Body Image 4.4 Other Influences on Body Image 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 6.1 Emotions and Self-Awareness 6.2 Self-Esteem 6.2 Self-Esteem and Self-Confidence Boosters and Busters 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
8.HRVP.8 Identify the short- and long-term impacts of bullying for the people targeted, the people who perpetrate bullying, bystanders, and upstanders.	9.3 Consequences of Bullying 9.3 Cyberbullying Figure 9.8 Bullies and bully victims Figure 9.9 What cyberbullying looks like 9.1 Consequences of Violent Behavior (bystander or witness)

	9.3 Violence and Conflict, “Don’t Be a Bystander”
8.HRVP.9 Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone is perpetuating unhealthy or coercive behaviors.	Teacher’s Guide: Add-on lesson for chapter 9, Bystander Effect 8.4 Breaking Up Figure 8.9 Breaking up with someone can be difficult, but following these concepts can make it easier. 9.4 Sexual Assault 9.4 Coercive Relationships 9.4 Breaking the Cycle of Abuse 9.4 Setting Personal Boundaries RSH Comprehensive: Dating Relationships: Refusal Skills RSH Foundational: Dating Relationships: Refusal Skills
8.HRVP.10 Collaborate with others to advocate for raising awareness and reducing the risk related to trafficking in physical and online settings.	9.4 Breaking the Cycle of Abuse Figure 9.12 Signs in victims of human trafficking. 9.4 Protect Yourself From Human Trafficking 9.4 Victims of Sex Trafficking
8.HRVP.11 Describe the state and federal laws on sexual consent, child pornography, sexting, and sex trafficking.	RSH Comprehensive: Sexual Activity and Affirmative Consent: Affirmative Consent

Standard: Growth and Development (GD)	Where Taught
8.GD.1 Reflect on external influences that may affect personal body image and how others are perceived.	4.4 Weight Prejudice 4.4 Media Influences on Body Image 4.4 Other Influences on Body Image 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.GD.2 Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health.	RSH Comprehensive: Reproductive System in People With Ovaries: Skill-Building Challenge: Accessing Information RSH Comprehensive: Reproductive System in People With Ovaries: Advocating for Good Health RSH Comprehensive: Reproductive System in People With Testicles: Skill-Building Challenge: Accessing Information RSH Comprehensive: Reproductive System in People With Testicles: Advocating for Good Health RSH Foundational: Female Reproductive System: Skill-Building Challenge: Accessing Information RSH Foundational: Female Reproductive System: Advocating for Good Health RSH Foundational: Male Reproductive System: Skill-Building Challenge: Accessing Information RSH Foundational: Male Reproductive System: Advocating for Good Health RSH Comprehensive: Teens and Identity Exploration: Resources for LGBTQIA+ Individuals
8.GD.3 Identify the rights of students and the responsibilities of schools under Oregon's Menstrual Dignity Act.	

8.GD.4 Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.	8.2 Gender Socialization 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: Sex and Sexuality RSH Comprehensive: Teens and Identity Exploration: Gender Socialization
8.GD.5 Discuss how support from peers, families, schools, and communities can improve a person's health and wellbeing as it relates to sexual and romantic orientation and sexual identity.	8.4 Sexual Orientation 8.4 Diversity Matters: Public Schools and Sexual Orientation Discrimination RSH Comprehensive: Dating Relationships: Sexual Orientation and Dating Relationships RSH Comprehensive: Dating Relationships: Diversity Matters: Public Schools and Sexual Orientation Discrimination RSH Comprehensive: Teens and Identity Exploration: Sex and Sexuality RSH Comprehensive: Teens and Identity Exploration: Gender Identity and Sexual Orientation RSH Comprehensive: Teens and Identity Exploration: Skill-Building Challenge: Analyzing Influences
8.GD.6 Describe what can connect a family and discuss different ways to define family.	Lesson 8.2 Family Relationships

Standard: Sexual and Reproductive Health (SRH)	Where Taught
8.SRH.1 Evaluate the influence of family, peers, school, community, culture, social norms, media, marketing, technology, and a person's intersecting identities can influence personal beliefs and behaviors regarding sexual activity and sexuality.	RSH Comprehensive: Sexual Activity and Affirmative Consent: Influences on Teen Sexual Activity RSH Comprehensive: Sexual Activity and Affirmative Consent: Healthy Living Skills: Analyzing Influences (sexual activity)
8.SRH.2 Identify safer sex strategies for vaginal, oral, and anal sex.	RSH Comprehensive: Abstinence and Contraception: Contraception RSH Comprehensive: Abstinence and Contraception: Contraceptive Methods: Effectiveness, Advantages, and Disadvantages RSH Comprehensive: Sexually Transmitted Diseases, Including HIV and AIDS: Figure 1 Following these steps will help prevent an STD RSH Foundational: Sexually Transmitted Diseases: Figure 1 Abstinence and testing will help prevent an STD RSH Foundational: Sexually Transmitted Diseases: How to Reduce the Risk of Infection From an STD
8.SRH.3 Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms, and/or contraception.	RSH Comprehensive: Sexual Activity and Affirmative Consent: Affirmative Consent RSH: Abstinence, Refusal Skills RSH: Abstinence, Skill-Building Challenge: Choosing Abstinence RSH: Abstinence and Contraception, Refusal Skills RSH: Abstinence and Contraception, Skill-Building Challenge: Choosing Abstinence RSH Comprehensive: Dating Relationships: Healthy Living Skills: Advocating for Good Health RSH Comprehensive: Dating Relationships: Affirmative Consent

	RSH Comprehensive: Dating Relationships: Skill-Building Challenge: Healthy Communication
8.SRH.4 Practice using a decision-making model in response to various sexual health scenarios.	RSH: Abstinence, Healthy Living Skills: Healthy Communication RSH Comprehensive: Sexual Activity and Affirmative Consent: Healthy Living Skills: Making Healthy Decisions (sexual activity)
8.SRH.5 List the steps necessary for a viable pregnancy to occur with sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.	RSH Comprehensive: Conception and Pregnancy: Conception RSH Foundational: Conception and Pregnancy: Conception
8.SRH.6 Practice demonstrating the correct usage of barrier methods 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
8.SRH.7 List methods of contraception that are available without a prescription in Oregon and where these can be accessed.	RSH Comprehensive: Abstinence and Contraception: Contraceptive Methods: Effectiveness, Advantages, and Disadvantages RSH Comprehensive: Abstinence and Contraception: Contraception

8.SRH.8 Define prenatal care and identify medically accurate sources of information about prenatal care.	RSH: Conception and Pregnancy, Prenatal Care 10.2 Effects of Alcohol Use During Pregnancy Figure 10.7 Types of fetal alcohol spectrum disorders 11.1 Pregnancy and Tobacco Product Use Figure 11.6 Effects of smoking on the mother's and baby's health 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
8.SRH.9 Develop a plan to eliminate or reduce risk of unintended pregnancy and sexually transmitted infections (STIs), considering biomedical approaches, including vaccines, Pre-Exposure Prophylaxis and (PrEP) Post-Exposure Prophylaxis (PEP), and barrier methods.	RSH Comprehensive: Abstinence and Contraception: Abstinence RSH Comprehensive: Abstinence and Contraception: Contraceptive Methods: Effectiveness, Advantages, and Disadvantages RSH Comprehensive: Sexually Transmitted Diseases, Including HIV and AIDS RSH Comprehensive: Sexually Transmitted Diseases, Including HIV and AIDS: Figure 1 Following these steps will help prevent an STD. RSH Comprehensive: Sexually Transmitted Diseases, Including HIV and AIDS: How to Reduce the Risk of Infection From an STD RSH Foundational: Sexually Transmitted Diseases RSH Comprehensive: Sexually Transmitted Diseases,

	Including HIV and AIDS: Sexually Transmitted Diseases RSH Foundational: Sexually Transmitted Diseases: Table 1 STDs: Description, Transmission, Symptoms, and Treatment RSH Comprehensive: Abstinence and Contraception: Contraception 8.4 Abstinence Figure 8.8 The advantages to being abstinent far outweigh any disadvantages. RSH Comprehensive: Dating Relationships: Abstinence RSH Comprehensive: Dating Relationships: Figure 3: The advantages to being abstinent far outweigh any challenges. RSH Foundational: Dating Relationships: Abstinence RSH Foundational: Dating Relationships: Figure 3 The advantages to being abstinent far outweigh any challenges. RSH Comprehensive: Abstinence and Contraception: Contraceptive Methods: Effectiveness, Advantages, and Disadvantages
8.SRH.10 Identify comprehensive sexual and reproductive health services offered in school or in the local community.	14.1 What Are Public and Community Health? (“Public health involves a wide range of activities . . .”) 14.1 Community and Public Health Resources 14.1 Skill-Building Challenge: Accessing Community Health Resources
8.SRH.11 Discuss the various state and federal laws related to minors' access to sexual and reproductive healthcare services, including pregnancy and sexually transmitted infection (STI) and HIV/AIDS prevention, testing, care, and treatment.	RSH: Sexually Transmitted Diseases, Including HIV and AIDS, Healthy Living Skills: Accessing Information

8.SRH.12 Discuss how oppression against historically and currently marginalized people impacts sexual and reproductive health and rates of violence.	9.1 Prejudice, Bias, and Intolerance 9.1 Healthy Living Skills: Analyzing Influences (risk factors for violent behavior)