

***HealthSmart* Alignment to 2023 Oregon Health Standards**

**Middle School
(Grades 6–8)**

advancing
health
equity **etr.**

HealthSmart Middle School Unit Key

ABST = Abstinence, Puberty & Personal Health
 HIV = HIV, STI & Pregnancy Prevention
 TAOD = Tobacco, Alcohol & Other Drug Prevention

EMH = Emotional & Mental Health
 NPA = Nutrition & Physical Activity
 VIP = Violence & Injury Prevention

| Grade 6 | HealthSmart Unit – Lesson |
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| Wellness and Health Promotion | |
| 6.WHP.1 Describe the interrelationship of the five dimensions of health (physical, social, emotional, mental, and environmental). | EMH – 1 [physical, social, mental/emotional, spiritual] |
| 6.WHP.2 Describe the difference between communicable and noncommunicable diseases, including cancer, diabetes, and asthma. | ABST – 3 |
| 6.WHP.3 Demonstrate appropriate habits to protect vision, hearing, skin, and teeth. | ABST – 2 |
| 6.WHP.4 Distinguish between habits that enhance or hinder personal health. | ABST – 2, 3 EMH – 7, 10 NPA – 3, 5, 7, 8, 12, 14, 16 TAOD – 10, 11 VIP – 1, 2, 3, 4, 6 |
| 6.WHP.5 Interpret numerical and graphical information to make an informed health decision. | NPA – 16, 17 [in connection to goal setting] |
| 6.WHP.6 Demonstrate how to access valid and reliable health information online for building health habits. | ABST – 1 |
| 6.WHP.7 Define different forms of discrimination and understand how it influences the health of communities. | VIP – 8 Covered in more detail in High School VIP – 13 |
| 6.WHP.8 Identify actions that can help to create a healthier environment for individuals and communities. | Not covered |
| Safety and First Aid | |
| 6.SFA.1 Identify unsafe situations at home, at school, and in communities that can lead to injury. | VIP – 1. 2. 3, 5 |
| 6.SFA.2 Explain first aid and response procedures to treat injuries and other emergencies. | Not covered |
| 6.SFA.3 Understand firearm safety rules for individuals, families, and communities. | VIP – 3 |
| 6.SFA.4 Distinguish when decisions around digital safety, managing privacy online, and protecting against identity theft can be made individually or with help from others. | Not covered explicitly, can be addressed in VIP – 6 |

| Grade 6 (continued) | HealthSmart Unit – Lesson |
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| Substance Use, Misuse, and Abuse | |
| 6.SUB.1 Explain differences between use, misuse, and abuse of substances. | TAOD – 5 |
| 6.SUB.2 Discuss short- and long-term mental, physical, and social health consequences of substance use and misuse, including vaping of nicotine and marijuana/cannabis. | TAOD – 2, 3, 4, 5, 6, 7, 8 |
| 6.SUB.3 Identify at least three reasons why someone would decide not to use alcohol, marijuana/cannabis, tobacco, and other substances. | TAOD – 11 |
| 6.SUB.4 Identify how “fake pills” and other substances could contain fentanyl and other unknown harmful and deadly chemicals. | Not covered, can be added to TAOD – 7 |
| 6.SUB.5 Discuss the relationship between using substances and other health risks, including unintentional injuries, violence, suicide, and sexual risk behaviors. | TAOD – 2 VIP – 3 |
| 6.SUB.6 Analyze the influence of family, school, peers, culture, media, social media, personal values, and perceived norms on the use of alcohol, marijuana/cannabis, tobacco, and other drugs. | TAOD – 1, 9 |
| 6.SUB.7 Describe personal decision-making strategies around substance use. | TAOD – 17 |
| 6.SUB.8 Discuss communication skills to avoid alcohol, marijuana/cannabis, tobacco and drug use, especially in peer-pressure situations. | TAOD – 15, 16 |
| 6.SUB.9 Analyze health-related messages in print and electronic materials to determine credibility of the health message related to substance use. | TAOD – 13, 14 |
| 6.SUB.10 Locate and summarize Oregon laws on alcohol, marijuana/cannabis, tobacco, and other substances. | State-specific info can be added to relevant lessons. |
| Food, Nutrition, and Physical Activity | |
| 6.FNP.1 Compare and contrast foods grown and produced in the United States and other countries. | Not covered |
| 6.FNP.2 Explain why it is important to respect different nutrition choices based on culture, needs, and preferences. | Not covered explicitly, can be addressed in NPA – 2 |

| Grade 6 (continued) | HealthSmart Unit – Lesson |
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| Food, Nutrition, and Physical Activity (continued) | |
| 6.FNP.3 Analyze how internal and external influences can affect decisions about eating and physical activity. | NPA – 9, 14 |
| 6.FNP.4 Identify the six categories of nutrients and explain why each of them are important to the body. | NPA – 1 |
| 6.FNP.5 Discuss the physical and mental impacts of missing, skipping meals, or ‘fad’ dieting | NPA – 12 |
| 6.FNP.6 Identify intuitive eating practices that can increase a person's healthy relationship with food and lower the risk for eating disorders and disordered eating. | NPA – 12, 13 |
| 6.FNP.7 Analyze benefits of regular physical activity to promote health. | NPA – 15 |
| 6.FNP.8 Describe safe food handling to prevent illness. | NPA – 16 |
| Social, Emotional, and Mental Health | |
| 6.SEM.1 Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses. | EMH – 9, 10 |
| 6.SEM.2 Demonstrate how to access credible mental health information and services in the community, including the Suicide & Crisis Lifeline 988. | EMH – 8 Will need to add state specifics |
| 6.SEM.3 Describe how sharing information about self and others online can impact social, emotional, and mental health. | EMH – 13 |
| 6.SEM.4 Describe how prejudice, discrimination, and bias can impact mental health, violence, and traumatic stress. | VIP – 8 |
| 6.SEM.5 Locate and summarize laws and policies to protect student mental health, including excused absences. | Can be addressed in EMH – 8 |
| Healthy Relationships and Violence Prevention | |
| 6.HRVP.1 Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives. | EMH – 5 |
| 6.HRVP.2 Discuss how family, media, social media, society, culture, and personal identities can influence attitudes, beliefs, and expectations about relationships and physical affection. | ABST – 10, 12 |

| Grade 6 (continued) | HealthSmart Unit – Lesson |
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| Healthy Relationships and Violence Prevention (continued) | |
| 6.HRVP.3 Identify sources of support, such as parents or other trusted adults, to tell if being teased, harassed, or bullied based on gender, sexual orientation, race, and physical appearance. | VIP – 10, 11 |
| 6.HRVP.4 Describe personal feelings when boundaries, consent, and privacy needs are not respected. | HIV – 3 VIP – 16 |
| 6.HRVP.5 Practice communication skills to build healthy relationships and manage conflict. | EMH – 5 VIP – 14, 15 |
| 6.HRVP.6 Demonstrate ways to start a conversation when seeking help from a trusted adult about uncomfortable or dangerous situations including bullying, teasing, child sexual abuse, and trafficking. | EMH – 8 VIP – 10, 17 |
| 6.HRVP.7 Demonstrate strategies to use technology and social media safely, legally, and respectfully. | EMH – 13 |
| 6.HRVP.8 Create an advocacy message that describes the role of upstanders in preventing or stopping bullying and cyberbullying. | VIP – 12 |
| 6.HRVP.9 Define child sexual abuse, sexual assault, sexual exploitation, and gender-based violence and analyze potential impacts on physical, social, emotional, and mental health. | VIP – 17 |
| 6.HRVP.10 Recognize some of the ways in which norms and laws around gender and sexual orientation have changed over time. | Can be addressed in HIV – 2 |
| Growth and Development | |
| 6.GD.1 Describe how to show respect for one's own physical appearance, the appearance of others, and how it impacts self-esteem. | ABST – 7 NPA – 11 |
| 6.GE.2 Identify the human sexual and reproductive systems, including external and internal anatomy and their functions, and recognize that there are variations in human bodies. | ABST – 5, 6, 8 |
| 6.GD.3 Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, and timing of pubertal onset). | ABST – 5, 6, 7, 8 |

| Grade 6 (continued) | HealthSmart Unit – Lesson |
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| Growth and Development (continued) | |
| 6.GD.4 Define menstruation and its range of symptoms, explain how it is a part of life that begins during puberty, and recognize that pads, tampons, and other products are important for body care. | ABST – 8 |
| 6.GD.5 Discuss how affirming healthcare is important for everyone, including people of all genders, people who are transgender, people who have other gender expansive identities, and people of all races and sexual orientations. | Can be addressed in ABST – 9 |
| 6.GD.6 Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, two-spirit, and pansexual. | ABST – 4 |
| 6.GD.7 Recognize that there are many kinds of family structures and discuss ways in which families can change. | Covered in K – 5 |
| Sexual and Reproductive Health | |
| 6.SRH.1 Identify examples of how culture, religion, society, technology, and media influence understanding and expressions of sexuality. | ABST – 4, 12 HIV – 2 |
| 6.SRH.2 Define sexual intercourse. | ABST – 8 HIV – 1, 5 |
| 6.SRH.3 Identify factors that are important in deciding whether and when to engage in romantic and sexual behaviors. | ABST – 11, 12 HIV – 1, 3, 4, 9 |
| 6.SRH.4 Identify the functions of the ovulation cycle, sperm development, and pregnancy. | ABST – 8 HIV – 5 |
| 6.SRH.5 Identify the benefits, risks, and effectiveness of various methods of contraception, including abstinence, the correct usage of barrier methods, and emergency contraception. | HIV – 14 |
| 6.SRH.6 Identify the stages of pregnancy. | Not covered |
| 6.SRH.7 Describe pregnancy options, including parenting, abortion, safe surrender, and adoption. | HIV – Supplemental Lesson |
| 6.SRH.8 Identify the transmission and prevention of various sexually transmitted infections (STIs) and HIV/AIDS, including abstinence, barrier methods, and the human papillomavirus (HPV) vaccine. | HIV – 6, 7 |

| Grade 6 (continued) | HealthSmart Unit – Lesson |
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| Sexual and Reproductive Health (continued) | |
| 6.SRH.9 Demonstrate communicating with trusted adults and asking questions about comprehensive sexual and reproductive health. | ABST – 4, 9 |
| 6.SRH.10 Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and sexually transmitted infection (STI) and HIV/AIDS prevention, testing, care, and treatment. | Can be addressed in ABST – 9 and HIV – 8 |
| 6.SRH.11 Discuss the importance of sexual and reproductive health care that aligns with personal needs, desires, and cultural values. | ABST – 9 HIV – 1 |

| Grade 7 | HealthSmart Unit – Lesson |
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| Wellness and Health Promotion | |
| 7.WHP.1 Describe how personal values, self-esteem, and identity affect personal health. | ABST – 12 TAOD – 9 |
| 7.WHP.2 Analyze how personal practices and behaviors reduce or prevent disease, including health screenings. | ABST – 2, 3, 9 |
| 7.WHP.3 Describe the connections between oral health and overall health. | ABST – 2 |
| 7.WHP.4 Set a personal health goal for a habit that promotes physical, social, emotional, mental, and environmental health. | EMH – 15 NPA – 16, 17 |
| 7.WHP.5 Practice and demonstrate communication skills to improve personal health, including communicating with healthcare providers. | EMH – 5, 12 HIV –13 NPA – 10 VIP – 5 |
| 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. | ABST – 12, 13 EMH – 4, 13 HIV – 1 NPA – 9, 10, 11 TAOD – 9, 11, 12, 13 VIP – 5, 9, 11, 13 |
| 7.WHP.7 Evaluate how social determinants of health influence health outcomes. | Can be addressed in ABST – 12, NPA – 9, TAOD – 9 |
| Safety and First Aid | |
| 7.SFA.1 Discuss how to reduce the risk of unintentional injuries for individuals, families, and communities. | VIP – 2, 3, 4 |
| 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. | VIP – 1, 2, 3, 8 |
| 7.SFA.3 Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), and use of an automated external defibrillator (AED). | Not covered |
| 7.SFA.4 Demonstrate how to ask for help to promote personal safety and injury prevention for self and others. | VIP – 10, 15, 17 |
| 7.SFA.5 Recognize common ways to make spaces safer and more accessible for people with disabilities and why it is important. | Not covered explicitly, can be addressed in VIP – 3 |

| Grade 7 (continued) | HealthSmart Unit – Lesson |
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| Safety and First Aid (continued) | |
| 7.SFA.6 Describe basic fire safety and wildfire prevention steps. | VIP – 3 |
| 7.SFA.7 Describe strategies for using social media safely, legally, and respectfully. | EMH – 13 |
| Substance Use, Misuse, and Abuse | |
| 7.SUB.1 Analyze the effects of substance use, misuse, and abuse on communities and society. | TAOD – 13 |
| 7.SUB.2 Discuss short- and long-term mental, physical, and social health consequences of substance use and misuse, including vaping of nicotine and marijuana/cannabis. | TAOD – 2, 3, 4, 5, 7, 8 |
| 7.SUB.3 Analyze the outcomes of making decisions to not use alcohol, marijuana/cannabis, tobacco, anabolic steroids, and other drugs. | TAOD – 6, 11, 17 |
| 7.SUB.4 Explore data on current trends around opioids, including fentanyl, and other substance use, misuse, and abuse. | TAOD – 7 |
| 7.SUB.5 Describe the social and economic consequences of substance use, misuse, abuse on self, families, and communities. | TAOD – 6, 8 |
| 7.SUB.6 Examine risk and protective factors to prevent use, misuse, and abuse of substances, and list alternatives to using. | TAOD – 10, 11 |
| 7.SUB.7 Analyze how personal and family beliefs can affect decisions about substance use. | TAOD – 9, 10 |
| 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. | Not covered explicitly, can be addressed in TAOD – 9, 10 or 12 |
| 7.SUB.9 Describe situations that require professional substance abuse treatment services and locate valid information and community resources. | Covered in High School TAOD – 10 Can be added to TAOD – 6 |
| Food, Nutrition, and Physical Activity | |
| 7.FNP.1 Discuss how food waste and the environment are interconnected. | Not covered |
| 7.FNP.2 Analyze ways that media influence our decisions around food and physical activity. | NPA – 12 |

| Grade 7 (continued) | HealthSmart Unit – Lesson |
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| Food, Nutrition, and Physical Activity (continued) | |
| 7.FNP.3 Compare and contrast the nutrient density between ultra-processed, minimally processed, or non-processed foods and snacks. | NPA – 4 |
| 7.FNP.4 Compare and contrast the differences in community or geographic access to nutrient dense foods. | Not covered |
| 7.FNP.5 Identify the oral health benefits of hydrating with non-sugar sweetened beverages. | Can be addressed in NPA - 3 |
| 7.FNP.6 Identify the social, emotional, and cognitive benefits of eating nutrient dense foods and engaging in regular physical activity. | NPA – 3, 15 |
| 7.FNP.7 Identify how personal food and beverage choices, including eating times, affects health and well-being. | NPA – 3, 14 |
| 7.FNP.8 Describe personal hunger and fullness cues. | Covered in Grades K–5 |
| 7.FNP.9 Describe common food allergies and how to manage them. | Not covered |
| Social, Emotional, and Mental Health | |
| 7.SEM.1 Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging. | EMH – 1, 3, 15 |
| 7.SEM.2 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. | EMH – 7, 11, 15 |
| 7.SEM.3 Identify and discuss causes, symptoms, and impacts of depression, anxiety, including eating disorders and disordered eating, trauma, self-harm, and suicide. | EMH – 8 NPA – 13 |
| 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. | EMH – 8 NPA – 13 |
| 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. | EMH – 13 Can also be included in VIP – 14 |
| 7.SEM.6 Identify how connecting with the community, and personal and cultural identity development contribute to mental health. | EMH – 3 |

| Grade 7 (continued) | HealthSmart Unit – Lesson |
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| Social, Emotional, and Mental Health (continued) | |
| 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. | EMH – 3, 15 |
| 7.SEM.8 Identify laws related to student mental health days and age of consent to mental health services. | Can be included in EMH – 8 |
| Healthy Relationships and Violence Prevention | |
| 7.HRVP.1 Demonstrate awareness and understanding of the similarities and differences that define, influence, and affirm personal and collective identities. | HIV – 2 |
| 7.HRVP.2 Discuss the right of all people to decide if, when and, with whom to be in a relationship. | HIV – 3 |
| 7.HRVP.3 Identify strategies to maintain a safe relationship, end an unsafe, inequitable, or unhealthy relationship, manage conflict, and navigate rejection. | EMH – 5 HIV – 4 VIP – 14, 15 |
| 7.HRVP.4 Compare multiple external influences that have an impact on one’s attitudes about gender and gender identity. | HIV – 2 |
| 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. | EMH – 13 NPA – 13 |
| 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. | VIP – 6 [safe decisions in general], 10, 14 |
| 7.HRVP.7 Analyze dating violence and sexual violence, including harassment, abuse, and trafficking, and their impact on physical, social, emotional, and mental health. | VIP – 8, 16 [violence/abuse in general] Covered in detail in High School VIP – 14, 15, 17, 18 |
| 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. | VIP – 17 |
| 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. | VIP – 17 [abuse in general] Exploitation specifically covered in High School VIP – 17 |

| Grade 7 (continued) | HealthSmart Unit – Lesson |
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| Healthy Relationships and Violence Prevention (continued) | |
| 7.HRVP.10 Identify state and federal laws on sexual consent and mandatory reporting. | Can be addressed in VIP – 17 |
| Growth and Development | |
| 7.GD.1 Discuss how peers, media, family, and culture can influence self-concept, body image, and self-esteem. | EMH – 4, 13 NPA – 13 |
| 7.GE.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. | ABST – 5, 6, 7, 8 |
| 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. | ABST – 4, 5, 6 |
| 7.GD.4 Access medically accurate, not fear- or shame-based, comprehensive, and inclusive sources of information about sexual and romantic orientation. | ABST – 4 [resources provide in the lesson—would need to add accessing outside resources] |
| Sexual and Reproductive Health | |
| 7.SRH.1 Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexuality. | ABST – 4 HIV – 2 |
| 7.SRH.2 Apply a decision-making model to choices about engaging in sexual behaviors. | HIV – 9 |
| 7.SRH.3 Describe a range of ways a viable pregnancy can occur. | Not covered |
| 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. | HIV – 14 |
| 7.SRH.5 Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. | HIV – Supplemental lessons [options only] |
| 7.SRH.6 Discuss the symptoms and treatments of various sexually transmitted infections (STIs), including HIV/AIDS. | HIV – 6, 7 |
| 7.SRH.7 Describe the steps to using barrier methods correctly, including external and internal condoms and dental dams. | HIV – 14 |

| Grade 7 <i>(continued)</i> | HealthSmart Unit – Lesson |
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| Sexual and Reproductive Health <i>(continued)</i> | |
| 7.SRH.8 Identify medically accurate sources of information about comprehensive sexual and reproductive health. | Can be addressed in ABST – 9, HIV – 1 |
| 7.SRH.9 Examine how discrimination and racism negatively impact sexual and reproductive health. | Not covered |

| Grade 8 | HealthSmart Unit – Lesson |
|---|---|
| Wellness and Health Promotion | |
| 8.WHP.1 Describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental). | EMH – 1 [physical, social, mental/emotional, spiritual] |
| 8.WHP.2 Compare and contrast how communicable and noncommunicable diseases are treated and managed. | ABST – 3 |
| 8.WHP.3 Explain why it is important to protect vision, hearing, skin, and teeth. | ABST – 2 |
| 8.WHP.4 Describe strategies to integrate healthy habits related to sleep, physical activity, hygiene, breakfast, social media, and technology habits. | ABST – 2 [sleep], 9 [hygiene] EMH – 13 [social media/technology] NPA – 5 [breakfast], 14 [physical activity] |
| 8.WHP.5 Identify personal signs and symptoms of needing healthcare and discuss age of consent laws for accessing physical health services. | ABST – 9 |
| 8.WHP.6 Analyze the validity of health information in print and online using established criteria. | ABST – 1 NPA – 1 |
| 8.WHP.7 Describe how societal issues of inequity, discrimination, and poverty influence the ability to engage in healthy behavior. | Not covered |
| 8.WHP.8 Examine the relationship between environmental conditions, including air and water quality and climate change, on personal and community health outcomes. | Not covered |
| Safety and First Aid | |
| 8.SFA.1 Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease and injury. | ABST – 3 VIP – 2, 3, 4, 5, 6, 7 |
| 8.SFA.2 Analyze the likelihood of personal injury or illness if engaging in unsafe and unhealthy behaviors. | HIV – 1, 5, 7 NPA – 12, 13 TAOD – 7, 8 VIP – 1, 2, 8, 13 |
| 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. | Not covered |
| 8.SFA.4 Work cooperatively to create projects that advocate for practices that promote safe and accessible communities. | Not covered |

| Grade 8 (continued) | HealthSmart Unit – Lesson |
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| Safety and First Aid (continued) | |
| 8.SFA.5 Describe the school and community safety and disaster protocols for a natural disaster or threat of violence. | VIP – 7 |
| Substance Use, Misuse, and Abuse | |
| 8.SUB.1 Identify risk and protective factors related to substance use, misuse, and abuse. | TAOD – 9, 10, 11, 12, 13 |
| 8.SUB.2 Understand how substance use, misuse, and abuse affects the basic function of the central and autonomic nervous systems including brain function. | TAOD, 2, 4, 7 |
| 8.SUB.3 Describe the risks of fentanyl exposure and overdose and identify harm reduction strategies, including testing, naloxone, and other interventions. | TAOD – 7 [opioids in general, need to add emphasis on fentanyl] |
| 8.SUB.4 Examine the relationship between substance use, misuse, and abuse risks, including unintentional injuries, violence, suicide, and sexual risk behaviors. | TAOD – 2 VIP – 3 |
| 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. | TAOD – 9 |
| 8.SUB.6 Discuss decisions around substance use and the benefits of being substance-free. | TAOD – 11, 12, 17 |
| 8.SUB.7 Demonstrate communication skills to avoid alcohol, marijuana/cannabis, tobacco, or other drug use, especially in peer-pressure situations. | TAOD – 15, 16 |
| 8.SUB.8 Describe where to find reliable information and services regarding substance use, misuse, and abuse. | Covered in High School TAOD – 10 |
| 8.SUB.9 Examine the history and impact of drug laws and prosecution on communities. | Can be addressed in TAOD – 12 |
| Food, Nutrition, and Physical Activity | |
| 8.FNP.1 Explain how food is transported from farm to table, focusing on maintaining quality and safety. | Not covered |
| 8.FNP.2 Discuss ways that the foods and beverages that people consume have a profound impact on their health. | NPA – 1, 3 |

| Grade 8 (continued) | HealthSmart Unit – Lesson |
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| Food, Nutrition, and Physical Activity (continued) | |
| 8.FNP.3 Assess personal eating and physical activity behaviors. | NPA – 3, 14 |
| 8.FNP.4 Discuss cultural dishes, identify ingredients, and find the origins of the food in each recipe. | Not covered |
| 8.FNP.5 Analyze the impacts of media, social media, and marketing on food habits. | NPA – 9 |
| 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. | NPA – 3, 5, 14, 16, 17 |
| 8.FNP.7 Examine food insecurity and injustice, lack of access, and impacts on individual and community health, cultural preservation and practices. | Not covered |
| Social, Emotional, and Mental Health | |
| 8.SEM.1 Analyze personal and social intersectional identities and positionality, and how they relate to one's interests, purpose, and sense of belonging. | EMH – 1, 3 |
| 8.SEM.2 Anticipate, reflect and evaluate the impacts of one’s choices and contributions in promoting personal, family, and community well-being. | EMH – 14, 15 |
| 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. | EMH – 8, 10, 11 NPA – 13 TAOD – 17 |
| 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. | EMH – 8 NPA – 13 |
| 8.SEM.5 Discuss the impact of social media use on our social, emotional, and mental health for individuals and the community. | EMH – 13 |
| 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. | Not covered |
| 8.SEM.7 Discuss how state and federal laws and policies can influence access to mental health. | Not covered |

| Grade 8 (continued) | HealthSmart Unit – Lesson |
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| Healthy Relationships and Violence/Abuse Prevention | |
| 8.HRVP.1 Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative. | ABST – 14, 15; EMH – 5 HIV – 10, 13; NPA – 10 TAOD – 15, 16; VIP – 5, 14, 15 |
| 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. | VIP – 8 |
| 8.HRVP.3 Demonstrate how to use gender-affirming language with and about people of all gender identities and/or gender expressions. | Can be included in HIV – 2 |
| 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. | ABST – 14, 15 HIV – 10, 11, 13 VIP – 16 |
| 8.HRVP.5 Demonstrate strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help. | Covered in High School EMH – 9 |
| 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. | VIP – 17 |
| 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. | ABST – 10 [sexting] EMH – 13 [social media] |
| 8.HRVP.8 Identify the short- and long-term impacts of bullying for the people targeted, the people who perpetrate bullying, bystanders, and upstanders. | VIP – 9, 11 |
| 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. | VIP – 10, 17 |
| 8.HRVP.10 Collaborate with others to advocate for raising awareness and reducing the risk related to trafficking in physical and online settings. | Not covered |
| 8.HRVP.11 Describe the state and federal laws on sexual consent, child pornography, sexting, and sex trafficking. | Not covered |

| Grade 8 (continued) | HealthSmart Unit – Lesson |
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| Growth and Development | |
| 8.GD.1 Reflect on external influences that may affect personal body image and how others are perceived. | NPA – 11 |
| 8.GE.2 Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health. | ABST – 4 |
| 8.GD.3 Identify the rights of students and the responsibilities of schools under Oregon’s Menstrual Dignity Act. | State-specific info can be added to ABST – 8 |
| 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. | HIV – 2 |
| 8.GD.5 Discuss how support from peers, families, schools, and communities can improve a person's health and well-being as it relates to sexual and romantic orientation and sexual identity. | HIV – 2 |
| 8.GD.6 Describe what can connect a family and discuss different ways to define family. | Not covered |
| Sexual and Reproductive Health | |
| 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. | ABST – 12, 13 |
| 8.SRH.2 Identify safer sex strategies for vaginal, oral, and anal sex. | HIV – 12, 14 |
| 8.SRH.3 Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms, and/or contraception. | ABST – 14, 15 HIV – 10, 11, 13 |
| 8.SRH.4 Practice using a decision-making model in response to various sexual health scenarios. | HIV – 9 |
| 8.SRH.5 List the steps necessary for a viable pregnancy to occur with sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy. | Not covered |
| 8.SRH.6 Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams. | HIV – 12 [external only] |

| Grade 8 (continued) | HealthSmart Unit – Lesson |
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| Sexual and Reproductive Health (continued) | |
| 8.SRH.7 List methods of contraception that are available without a prescription in Oregon and where these can be accessed. | State-specific info can be added to HIV – 14 |
| 8.SRH.8 Define prenatal care and identify medically accurate sources of information about prenatal care. | HIV – Supplemental Lesson |
| 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. | Content covered in HIV – 6, 7, 12, 14 [would need to add students making a plan] |
| 8.SRH.10 Identify comprehensive sexual and reproductive health services offered in school or in the local community. | Can be included in ABST – 9, HIV – 8 |
| 8.SRH.11 Discuss the various state and federal laws related to minors' access to sexual and reproductive health care services, including pregnancy and sexually transmitted infection (STI) and HIV/AIDS prevention, testing, care, and treatment. | Can be included in ABST – 9, HIV – 8 |
| 8.SRH.12 Discuss how oppression against historically and currently marginalized people impacts sexual and reproductive health and rates of violence. | Not covered |