Oregon Health

Grade 8

Wellness and Health Promotion WHP

1. Describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental). 8.WHP.1
2. Compare and contrast how communicable and noncommunicable diseases are treated and managed. 8.WHP.2
3. Explain why it is important to protect vision, hearing, skin, and teeth. 8.WHP.3
4. Describe strategies to integrate healthy habits related to sleep, physical activity, hygiene, breakfast, social media, and technology habits. 8.WHP.4
5. Identify personal signs and symptoms of needing healthcare and discuss age of consent laws for accessing physical health services. 8.WHP.5
6. Analyze the validity of health information in print and online using established criteria. 8.WHP.6
7. Describe how societal issues of inequity, discrimination, and poverty influence the ability to engage in healthy behavior. 8.WHP.7
8. Examine the relationship between environmental conditions, including air and water quality and climate change, on personal and community health outcomes. 8.WHP.8

Safety and First Aid SFA

1. Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease and injury. 8.SFA.1
2. Analyze the likelihood of personal injury or illness if engaging in unsafe and unhealthy behaviors. 8.SFA.2
3. Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), use of an automated external defibrillator (AED), and treatment of an opioid overdose emergency. 8.SFA.3
4. Work cooperatively to create projects that advocate for practices that promote safe and accessible communities. 8.SFA.4
5. Describe the school and community safety and disaster protocols for a natural disaster or threat of violence. 8.SFA.5

Skip to main content

Substance Use, Misuse, and Abuse SUB	1	**Identify risk and protective factors related to substance use, misuse, and abuse.** 8.SUB.1
	2	**Understand how substance use, misuse, and abuse affects the basic function of the central and autonomic nervous systems including brain function.** 8.SUB.2
	3	**Describe the risks of fentanyl exposure and overdose and identify harm reduction strategies, including testing, naloxone, and other interventions.** 8.SUB.3
	4	**Examine the relationship between substance use, misuse, and abuse risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.** 8.SUB.4
	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.** 8.SUB.5
	6	**Discuss decisions around substance use and the benefits of being substance-free.** 8.SUB.6
	7	**Demonstrate communication skills to avoid alcohol, marijuana/cannabis, tobacco, or other drug use, especially in peer-pressure situations.** 8.SUB.7
	8	**Describe where to find reliable information and services regarding substance use, misuse, and abuse.** 8.SUB.8
	9	**Examine the history and impact of drug laws and prosecution on communities.** 8.SUB.9
Food, Nutrition, and Physical Activity FNP	1	**Explain how food is transported from farm to table, focusing on maintaining quality and safety.** 8.FNP.1
	2	**Discuss ways that the foods and beverages that people consume have a profound impact on their health.** 8.FNP.2
	3	**Assess personal eating and physical activity behaviors.** 8.FNP.3
	4	**Discuss cultural dishes, identify ingredients, and find the origins of the food in each recipe.** 8.FNP.4
	5	**Analyze the impacts of media, social media, and marketing on food habits.** 8.FNP.5
	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.** 8.FNP.6
	7	**Examine food insecurity and injustice, lack of access, and impacts on individual and community health, cultural preservation and practices.** 8.FNP.7

Skip to main content

Social, Emotional, and Mental Health 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.** 8.SEM.1
	2	**TSEL Practice 5C Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.** 8.SEM.2
	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.** 8.SEM.3
	4	**Recognize when professional services are needed for self and others experiencing chronic or serious mental health concerns and traumatic stress, including self-harm, eating disorders and disordered eating, substance use and abuse, and suicidal ideation.** 8.SEM.4
	5	**Discuss the impact of social media use on our social, emotional, and mental health for individuals and the community.** 8.SEM.5
	6	**Analyze how social systems of inequity and discrimination impact mental health and well-being, and identify ways to promote health equity and justice.** 8.SEM.6
	7	**Discuss how state and federal laws and policies can influence access to mental health.** 8.SEM.7
Healthy Relationships and Violence/Abuse Prevention HRVP	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.** 8.HVRP.1
	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.** 8.HVRP.2
	3	**Demonstrate how to use gender-affirming language with and about people of all gender identities and/or gender expressions.** 8.HVRP.3
	4	**Demonstrate verbal and nonverbal communication skills that express personal boundaries and consent and how to show respect for the boundaries of others.** 8.HVRP.4
	5	**Demonstrate strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.** 8.HVRP.5
	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.** 8.HVRP.6
	7	**xplain the impact that media, including social media, sexually explicit media and exting, can have on one's body image, self-esteem, and relationships.** 8.HVRP.7

Skip to main content

	8 Identify the short- and long-term impacts of bullying for the people targeted, the people who perpetrate bullying, bystanders, and upstanders. 8.HVRP.8
	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. 8.HVRP.9
	10 Collaborate with others to advocate for raising awareness and reducing the risk related to trafficking in physical and online settings. 8.HVRP.10
	11 Describe the state and federal laws on sexual consent, child pornography, sexting, and sex trafficking. 8.HVRP.11
Growth and Development GD	1 Reflect on external influences that may affect personal body image and how others are perceived. 8.GD.1
	2 Define medical accuracy and analyze medically accurate sources of information about puberty, adolescent development, and sexual health. 8.GD.2
	3 Identify the rights of students and the responsibilities of schools under Oregon's Menstrual Dignity Act. 8.GD.3
	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.GD.4
	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.GD.5
	6 Describe what can connect a family and discuss different ways to define family. 8.GD.6
Sexual and Reproductive Health SRH	1 Evaluate the influence of family, peers, school, community, culture, social norms, media, marketing, technology, and a person's intersecting identities can influence personal beliefs and behaviors regarding sexual activity and sexuality. 8.SRH.1
	2 Identify safer sex strategies for vaginal, oral, and anal sex. 8.SRH.2
	3 Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms, and/or contraception. 8.SRH.3
	4 Practice using a decision-making model in response to various sexual health scenarios. 8.SRH.4
	5 List the steps necessary for a viable pregnancy to occur with sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy. 8.SRH.5

Skip to main content

6 **Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams.** 8.SRH.6

7 **List methods of contraception that are available without a prescription in Oregon and where these can be accessed.** 8.SRH.7

8 **Define prenatal care and identify medically accurate sources of information about prenatal care.** 8.SRH.8

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.** 8.SRH.9

10 **Identify comprehensive sexual and reproductive health services offered in school or in the local community.** 8.SRH.10

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.** 8.SRH.11

12 **Discuss how oppression against historically and currently marginalized people impacts sexual and reproductive health and rates of violence.** 8.SRH.12