Oregon Health

High School

Wellness and Health Promotion WHP

1. Identify and describe personal activities and behaviors within the five dimensions of health (physical, social, emotional, mental, and environmental) and how they affect health-related behaviors and impact holistic well-being. HS.WHP.1
2. Discuss personal and family values and behaviors that impact individual, interpersonal, and community health. HS.WHP.2
3. Analyze health promotion and disease prevention guidelines and recommendations, including those for infectious diseases, from credible federal, professional, and voluntary health organizations. HS.WHP.3
4. Identify individual practices that protect vision, hearing, skin, and teeth. HS.WHP.4
5. Identify at least two strategies to promote health and wellness for individuals, families, and communities. HS.WHP.5
6. Identify and discuss the life-saving benefits of organ and tissue donation, and analyze how personal, familial, media, and cultural factors influence decisions about donation. HS.WHP.6
7. Demonstrate how to access medically accurate, comprehensive, and inclusive healthrelated resources online and in the community or at school. HS.WHP.7
8. Analyze how public health policies and government regulations can influence health promotion and disease prevention. HS.WHP.8
9. Analyze how the history of health and social policy impacts individual and community health status. HS.WHP.9
10. Discuss the intersections between built environment, green spaces, climate change, and the five dimensions of health. HS.WHP.10
11. Advocate for everyone, regardless of physical ability or location, to have access to nutritious food, clean water, clean air, and accessible places. HS.WHP.11

Safety and First Aid SFA

1. Analyze current data on unintentional injury among adolescents. HS.SFA.1
2. Formulate a plan to recognize and respond to situations that may lead to injury between individuals, in groups, and in communities. HS.SFA.2

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	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.** HS.SFA.3
	4 **Access a variety of resources in the home, school, and community that prevent injury.** HS.SFA.4
	5 **Examine laws and practices related to increasing accessibility for people with disabilities and identify why they are important for individual, interpersonal, community, and environmental health.** HS.SFA.5
	6 **Analyze community and individual preparation and emergency response in case of natural disasters, including wildfires and earthquakes, and acts of violence.** HS.SFA.6
	7 **Evaluate strategies for using social media safely, legally, and respectfully.** HS.SFA.7
Substance Use, Misuse, and Abuse SUB	1 **Identify and promote protective factors related to substance use, misuse, and abuse, including harm reduction and emergency action.** HS.SUB.1
	2 **Identify how to recognize and respond to overdose emergencies, including how to access, administer, and use naloxone for opioid overdose prevention and reversal.** HS.SUB.2
	3 **Access valid and reliable health information on short- and long-term effects of substance use from print and electronic materials that are available from credible health organizations.** HS.SUB.3
	4 **Analyze how laws, rules, policies, and regulations influence health promotion and disease prevention related to tobacco, marijuana, and other drugs.** HS.SUB.4
	5 **Analyze the data on overdose and fentanyl laced over-the-counter and prescription medications.** HS.SUB.5
	6 **Analyze the relationship between substance use, misuse, abuse and other health risks, including unintentional injuries, violence, self-harm, suicide, and sexual risk behaviors.** HS.SUB.6
	7 **Analyze reasons why individuals use or do not use alcohol, marijuana/cannabis, tobacco, and other drugs, including the influence of family, peers, school, community, culture, and social norms on personal values, beliefs, and behaviors.** HS.SUB.7
	8 **Identify potential barriers to making healthy decisions regarding substance use and identify personal strategies and community support to overcome those barriers.** HS.SUB.8

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9 **Demonstrate decision-making skills in regards to substance use, misuse, and abuse in varying situations.** HS.SUB.9

10 **Evaluate communication skills to manage social pressure to avoid or reduce health risks around substance use.** HS.SUB.10

11 **Describe how to access support services needed for substance misuse and abuse, harm reduction services, including needle exchanges, test strips, and prescription disposal sites, and community resources to help someone stop using.** HS.SUB.11

12 **Access and analyze the validity of information related to alcohol, marijuana/cannabis, tobacco, and other drug use, misuse, and abuse prevention.** HS.SUB.12

13 **Analyze the influence of public health and government laws and policies, as well as media and marketing, on alcohol, marijuana/cannabis, tobacco, and other drugs, past and present.** HS.SUB.13

Food, Nutrition, and Physical Activity FNP

1 **Analyze the political, economic, social, and environmental factors that influence our current food system.** HS.FNP.1

2 **Plan or prepare a balanced meal with nutrient-rich basic ingredients.** HS.FNP.2

3 **Evaluate the physical, emotional, and mental impacts of missing or skipping meals and "fad" dieting.** HS.FNP.3

4 **Explain the importance of drinking water and limiting sugar sweetened beverages and its effect on health.** HS.FNP.4

5 **Create a personal short- and long-term goal that incorporates nutritious eating, hydration, and physical activity as a daily part of life based on personal, cultural, and community influences.** HS.FNP.5

6 **Describe how to make nutritious food and beverage choices at home, school, and when dining out.** HS.FNP.6

7 **Analyze how people from all cultures and backgrounds are connected by their use of and shared experiences around food.** HS.FNP.7

8 **Analyze the influences of family, peers, school, community, culture, and social norms on personal values and beliefs about food choices and physical activity.** HS.FNP.8

9 **Describe how to prevent foodborne illnesses.** HS.FNP.9

10 **Identify policies, practices, and resources that support access to nutritious food, clean water, and accessible places for physical activity.** HS.FNP.10

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Social, Emotional, and Mental Health SEM	1	**TSEL Practices 2C Plan, evaluate, and achieve personal and collective goals and aspirations.** HS.SEM.1
	2	**TSEL Practice 5A Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.** HS.SEM.2
	3	**Analyze physical and psychological effects of stress, anxiety, depression, social isolation, and individual and collective trauma.** HS.SEM.3
	4	**Identify activities that promote social, emotional, and mental health.** HS.SEM.4
	5	**Compare the validity, reliability, and accessibility of mental, social, and emotional health information, products, and services in the home, at school, and in the community.** HS.SEM.5
	6	**Describe the signs and symptoms of mental health challenges, including the warning signs of suicide, self-harm, eating disorders and disordered eating, and other unsafe behaviors.** HS.SEM.6
	7	**Analyze the impact of media, marketing, social media, internet use, and other technologies on social, mental, and emotional health.** HS.SEM.7
	8	**Advocate for safer school communities to prevent bullying and violence and improve mental health.** HS.SEM.8
	9	**Analyze laws related to minors accessing mental health care.** HS.SEM.9
Healthy Relationships and Violence/Abuse Prevention HRVP	1	**TSEL Practices 2A Manage and express thoughts, emotions, impulses, and stressors ways that affirm one's identity.** HS.HRVP.1
	2	**Analyze different ways that people can express consensual physical affection, love, friendship, empathy, and sympathy within different types of relationships.** HS.HRVP.2
	3	**Analyze how culture and society can perpetuate stereotypes and expectations of people with different genders in relationships.** HS.HRVP.3
	4	**Examine the impact of power differences within relationships and other factors that can affect the ability to give or perceive consent, including in sexual activity.** HS.HRVP.4
	5	**Apply a decision-making model to maintaining a healthy relationship and ending an unhealthy relationship.** HS.HRVP.5
	6	**Describe how to access resources for survivors of interpersonal violence, sexual violence and sex trafficking, including local confidential advocacy resources.** HS.HRVP.6
	7	**Demonstrate ways to support a fellow student who is being sexually harassed or abused.** HS.HRVP.7

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8 **Explain the impact media, including sexually explicit media, social media, and artificial intelligence (AI) can have on one's perceptions of, and expectations for, a healthy relationship.** HS.HRVP.8

9 **Model how to be an upstander by addressing hurtful comments, addressing concepts of intent, impact, and repair.** HS.HRVP.9

10 **Describe the types of abuse, including physical, emotional, psychological, financial, and sexual, and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, trafficking, and gender-based violence.** HS.HRVP.10

11 **Explain why a person who has been sexually harassed, abused, assaulted, or is a survivor/victim of child sexual abuse, rape, domestic violence, dating violence, or sex trafficking, is never to blame for the action of the perpetrator.** HS.HRVP.11

12 **Explain trafficking, including tactics people use to traffic and exploit youth.** HS.HRVP.12

13 **Summarize individual rights and responsibilities in regards to sexual consent, sexually explicit media, and sexting under state and federal law.** HS.HRVP.13

Growth and Development GD

1 **Analyze how peers, media, family, society, history, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem.** HS.GD.1

2 **Explain the human reproductive and sexual response systems, including differentiating between internal and external body parts and their functions, and that there are variations in human bodies, including different shapes of vulvas, circumcised and uncircumcised penises, and intersex conditions.** HS.GD.2

3 **Describe the cognitive, social, and emotional changes of adolescence and throughout adulthood.** HS.GD.3

4 **Analyze the impact of Oregon's Menstrual Dignity Act on menstruation stigma and period poverty.** HS.GD.4

5 **Explain how identity-affirming support from peers, families, schools, communities and health care providers can improve a person's health and well-being.** HS.GD.5

6 **Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual and romantic orientation.** HS.GD.6

7 **Analyze familial factors that can limit access to genetic health information for many people, including adoption, foster care, migration, and donor conception.** HS.GD.7

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Sexual and Reproductive Health SRH

1. **Analyze societal factors that might inhibit honest discussion between sexual and romantic partners about their sexual histories, including sexually transmitted infections (STIs) and HIV/AIDS status, and identify ways to begin open and honest conversations.** HS.SRH.1
2. **Demonstrate the ability to effectively communicate with a partner to make decisions around abstinence and consensual sexual intimacy.** HS.SRH.2
3. **Describe how to make a decision about sexual behaviors, including virtual and inperson, that takes into consideration personal values and health and safety of self and others.** HS.SRH.3
4. **Summarize fertilization, fetal development, and childbirth.** HS.SRH.4
5. **Discuss skills and resources that can support people navigating parenthood.** HS.SRH.5
6. **Identify individual, familial, cultural, and systemic influences on barrier methods and contraceptive use.** HS.SRH.6
7. **Compare and contrast methods to prevent unintended pregnancy, considering effectiveness, access, and personal impact on health.** HS.SRH.7
8. **Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams.** HS.SRH.8
9. **Identify medically accurate sources of information for pregnancy, prenatal care, and pregnancy options, including parenting, surrogacy, adoption, abortion, and safe surrender, including community resources.** HS.SRH.9
10. **Analyze political and historical issues that were rooted in and have resulted in discrimination, oppression, and stigma against historically and currently marginalized people, including those with sexually transmitted infections (STIs) and HIV/AIDS.** HS.SRH.10
11. **Discuss responsibilities around sexually transmitted infection (STI) prevention, testing, treatment, and disclosure to sexual partners.** HS.SRH.11
12. **Assess the validity, reliability, and accessibility of comprehensive sexual and reproductive health information, products, and services offered online and in the local community.** HS.SRH.12
13. **Describe body literacy skills to notice changes, pain, including menstrual pain, or discomfort in one's body related to the sexual and reproductive system and identify when to seek support from trusted adults and medical professionals.** HS.SRH.13
14. **Analyze public health and government policies on sexual and reproductive health practices.** HS.SRH.14

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15 **Define reproductive justice and explain its history and how it relates to sexual health and health equity.** HS.SRH.15

16 **Analyze how history can influence attitudes, beliefs, and expectations about sexuality and identity, including the history of medical experimentation and eugenics.** HS.SRH.16

17 **Analyze systemic barriers to sexual, reproductive, and obstetric care, including prenatal care, childbirth, and postpartum care.** HS.SRH.17