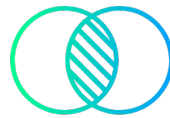




S T A N D A R D S

# HEALTH EDUCATION TODAY



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*Health Education Today's* High School Health Curriculum:  
Aligned with **the** the Oregon Health Education Standards (High School, 2023)

Oregon Health Standards — K-12 Health Education (2023): <https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx>

**2023 Oregon Health Standards, High School (Grades 9-12) — Overarching Knowledge & Skills:**

Knowledge 1: Students comprehend functional health knowledge to enhance health.

Skill 2: Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.

Skill 3: Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.

Skill 4: Students demonstrate effective interpersonal communication skills to enhance health.

Skill 5: Students demonstrate effective decision-making skills to enhance health.

Skill 6: Students demonstrate effective goal-setting skills to enhance health.

Skill 7: Students demonstrate observable health and safety practices.

Skill 8: Students advocate for behaviors that support personal, family, peer, school, and community health.

**Oregon Health Education Topic Areas:**

Wellness and Health Promotion; Safety and First Aid; Substance Use Prevention; Food, Nutrition, and Physical Activity; Social, Emotional, and Mental Health; Healthy Relationships and Violence/Abuse Prevention; Growth and Development; Sexual and Reproductive Health

*The 2023 Oregon Health Standards, K-12 Health Education, were adopted October 19, 2023 by the Oregon State Board of Education (version 2023.2, which renamed the Substance Use topic to “Substance Use Prevention” and revised “abuse” wording to “substance use disorder”), superseding the 2016 Oregon Health Education Standards. Per ODE, the standards came into full effect in Oregon public schools by the 2025-26 school year. High School is a single 9-12 band of 87 performance standards across the eight topic areas.*

Wellness and Health Promotion		
<b>Wellness and Health Promotion</b>	<b>HS.WHP.1:</b> 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.	<b>Mental Health:</b> Day 1-2 (5 Dimensions, Wellness spectrum). <b>Begin a Term:</b> Day 1 (Core Scholar), Day 2 (Reflective Identity). <b>Body Systems:</b> Day 1 (Internal Balance). <b>End a Term:</b> Day 1 (Homeostasis).
	<b>HS.WHP.2:</b> Discuss personal and family values and behaviors that impact individual, interpersonal, and community health.	<b>Begin a Term:</b> Day 1 (Belief formation, Health Mission Statement), Day 2 (Social Determinants). <b>Self-Esteem:</b> Day 1 (Media/Family).
	<b>HS.WHP.3:</b> Analyze health promotion and disease prevention guidelines and recommendations, including those for infectious diseases, from credible federal, professional, and voluntary health organizations.	<b>Diseases:</b> Day 4 (NCD comparison , Pathogen types) , Day 5 (Lifestyle/Chronic prevention, Research domains). <b>Body Systems:</b> Day 2 (Immune/Vaccine stats).
	<b>HS.WHP.4:</b> Identify individual practices that protect vision, hearing, skin, and teeth.	Review Required
	<b>HS.WHP.5:</b> Identify at least two strategies to promote health and wellness for individuals, families, and communities.	<b>Stress:</b> Day 1-2 (Wellness Advocacy Project). <b>Mental Health:</b> Day 1-2 (Breaking Stigma PSA), Day 9-10 (Positive culture advocacy). <b>Diversity:</b> Day 2 (Advocating for Equity).
	<b>HS.WHP.6:</b> 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.	Review Required

	<b>HS.WHP.7:</b> Demonstrate how to access medically accurate, comprehensive, and inclusive health-related resources online and in the community or at school.	<b>Mental Health:</b> Day 1-2 (Counselors/Support groups), Day 9-10 (Therapists/Peer support). <b>Community Health:</b> Day 5 (Health Literacy). <b>Diversity:</b> Day 3 (Media for Equity).
	<b>HS.WHP.8:</b> Analyze how public health policies and government regulations can influence health promotion and disease prevention.	<b>Community Health:</b> Day 4 (Public Health Systems). <b>Nutrition:</b> Day 9-10 (School food rules/Federal law analysis). <b>Mental Health:</b> Day 5-6 (Minor access laws).
	<b>HS.WHP.9:</b> Analyze how the history of health and social policy impacts individual and community health status.	<b>Nutrition:</b> Day 3-4 (Food Deserts), Day 9-10 (Economic access). <b>Diversity:</b> Day 1 (Systemic privilege), Day 3 (Narratives). <b>Environmental Health:</b> Day 2 (Environmental justice/Redlining).
	<b>HS.WHP.10:</b> Discuss the intersections between built environment, green spaces, climate change, and the five dimensions of health.	<b>Environmental Health:</b> Day 1 (Climate change impacts, Analyze Your Environment) , Day 2 (Environmental health literacy). <b>Nutrition:</b> Day 3-4 (Food Deserts).
	<b>HS.WHP.11:</b> Advocate for everyone, regardless of physical ability or location, to have access to nutritious food, clean water, clean air, and accessible places.	<b>Nutrition:</b> Day 9-10 (School Lunch Advocacy). <b>Environmental Health:</b> Day 1 (Environmental advocacy) , Day 2 (Youth-led action).

<b>Safety and First Aid</b>		
<b>Safety and First Aid</b>	<b>HS.SFA.1:</b> Analyze current data on unintentional injury among adolescents.	<b>Dangerous Decisions:</b> Day 1 (Risky driving), Day 3 (Distracted driving CDC data). <b>First Aid:</b> Day 1 (Immediate measures).
	<b>HS.SFA.2:</b> Formulate a plan to recognize and respond to situations that may lead to injury between individuals, in groups, and in communities.	<b>Conflict:</b> Day 1 (Conflict styles, Safe Space Shield), Day 2 (Power imbalances). <b>Violence:</b> Day 5 (Protective Factors). <b>First Aid:</b> Day 1 (Willingness to act).

	<b>HS.SFA.3:</b> 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.	<b>First Aid:</b> Day 1 (3 Ps), Day 2 (ABCDE, Hands-only CPR/AED sequence), Day 3 (R.I.C.E./FAST). <b>Drugs:</b> Day 3 (Narcan administration). <b>Alcohol:</b> Day 1-4 (Overdose/Poisoning response).
	<b>HS.SFA.4:</b> Access a variety of resources in the home, school, and community that prevent injury.	<b>First Aid:</b> Day 1 (Family emergency plan) , Day 2 (AED Locator), Day 3 (Kit research), Day 4 (Poison Control), Day 5 (Red Cross supplies).
	<b>HS.SFA.5:</b> 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.	Review Required
	<b>HS.SFA.6:</b> Analyze community and individual preparation and emergency response in case of natural disasters, including wildfires and earthquakes, and acts of violence.	<b>First Aid:</b> Day 1 (Family emergency plan) , Day 5 (Disaster plans/Drills). <b>Violence:</b> Day 5 (Protective Factors).
	<b>HS.SFA.7:</b> Evaluate strategies for using social media safely, legally, and respectfully.	<b>Mental Health:</b> Day 7-8 (Digital Balance, Online Hygiene Plan). <b>Dangerous Decisions:</b> Day 3 (Digital safety, Sexting laws). <b>Empathy:</b> Day 3 (Cyberbullying).

<b>Substance Use Prevention</b>		
<b>Substance Use Prevention</b>	<b>HS.SUB.1:</b> Identify and promote protective factors related to substance use, misuse, and substance use disorder, including harm reduction and emergency action.	<b>Dangerous Decisions:</b> Day 1 (Risk Management Plan), Day 2 (911/Narcan, Coping). <b>Drugs:</b> Day 3 (Harm reduction leadership, Narcan administration).

	<b>HS.SUB.2:</b> Identify how to recognize and respond to overdose emergencies, including how to access, administer, and use naloxone for opioid overdose prevention and reversal.	<b>Dangerous Decisions:</b> Day 2 (911/Narcan). <b>Drugs:</b> Day 3 (Narcan administration, Memory/Breathing impact). <b>Alcohol:</b> Day 1-4 (Overdose/Poisoning response).
	<b>HS.SUB.3:</b> 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.	<b>Mental Health:</b> Day 5-6 (Numbing myths). <b>Tobacco:</b> Day 1 (Vape ad decoding). <b>Drugs:</b> Day 3 (Memory/Breathing impact).
	<b>HS.SUB.4:</b> Analyze how laws, rules, policies, and regulations influence health promotion and disease prevention related to tobacco, marijuana, and other drugs.	<b>Dangerous Decisions:</b> Day 1 (Legal outcomes), Day 2 (Good Samaritan laws). <b>Alcohol:</b> Day 2 (BAC limits), Day 3 (Criminal records). <b>Drugs:</b> Day 3 (Possession/Misuse consequences).
	<b>HS.SUB.5:</b> Analyze the data on overdose and fentanyl laced over-the-counter and prescription medications.	<b>Dangerous Decisions:</b> Day 2 (Alcohol, Nicotine, Cannabis, Opioids, 911/Narcan). <b>Drugs:</b> Day 1 (Stimulants/Opioids), Day 3 (Memory/Breathing impact). <b>End a Term:</b> Day 1 (Synthetic Opioids MC 4).
	<b>HS.SUB.6:</b> Analyze the relationship between substance use, misuse, substance use disorder and other health risks, including unintentional injuries, violence, self-harm, suicide, and sexual risk behaviors.	<b>Dangerous Decisions:</b> Day 1 (Risky choice impact), Day 2 (Substance impact, Tolerance/Dependence). <b>Alcohol:</b> Day 3 (AUD chronic nature). <b>Mental Health:</b> Day 5-6 (Numbing pain).
	<b>HS.SUB.7:</b> 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.	<b>Mental Health:</b> Day 5-6 (Numbing pain). <b>Stress:</b> Day 1-2 (Escape/Numb out), Day 7-8 (Grief avoidance). <b>Dangerous Decisions:</b> Day 1 (Peer Pressure), Day 2 (Coping). <b>Alcohol:</b> Day 4 (Family addiction roles).

	<b>HS.SUB.8:</b> Identify potential barriers to making healthy decisions regarding substance use and identify personal strategies and community support to overcome those barriers.	<b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE, Risk Management Plan). <b>Alcohol:</b> Day 3 (Treatment points). <b>Drugs:</b> Day 4 (Medication-Assisted Treatment).
	<b>HS.SUB.9:</b> Demonstrate decision-making skills in regards to substance use, misuse, and substance use disorder in varying situations.	<b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE, Decision fatigue), Day 2 (Substance quiz), Day 3 (Pre-decision challenge).
	<b>HS.SUB.10:</b> Evaluate communication skills to manage social pressure to avoid or reduce health risks around substance use.	<b>Dangerous Decisions:</b> Day 1 (Peer Pressure), Day 3 (Refusal/Negotiation skills). <b>Conflict:</b> Day 1 (Assertiveness/I-statements).
	<b>HS.SUB.11:</b> Describe how to access support services needed for substance misuse and substance use disorder, harm reduction services, including needle exchanges, test strips, and prescription disposal sites, and community resources to help someone stop using.	<b>Alcohol:</b> Day 2 (Minor in Possession/Treatment access), Day 3 (Treatment points). <b>Drugs:</b> Day 3 (Harm reduction leadership), Day 4 (Medication-Assisted Treatment).
	<b>HS.SUB.12:</b> Access and analyze the validity of information related to alcohol, marijuana/cannabis, tobacco, and other drug use, misuse, and substance use disorder prevention.	<b>Mental Health:</b> Day 5-6 (Numbing myths). <b>Tobacco:</b> Day 1 (Vape ad decoding). <b>Drugs:</b> Day 2 (Industry marketing impact).
	<b>HS.SUB.13:</b> 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.	<b>Drugs:</b> Day 2 (Industry marketing impact), Day 4 (Systemic inequities/Stigma). <b>Tobacco:</b> Day 1 (Vape ad decoding). <b>Alcohol:</b> Day 4 (Safe community advocacy).

**Food, Nutrition, and Physical Activity**

<b>Food, Nutrition, and Physical Activity</b>	<b>HS.FNP.1:</b> Analyze the political, economic, social, and environmental factors that influence our current food system.	<b>Nutrition:</b> Day 1-2 (Diet Culture), Day 3-4 (Food Deserts), Day 9-10 (Economic access). <b>Environmental Health:</b> Day 1 (Climate change impacts).
	<b>HS.FNP.2:</b> Plan or prepare a balanced meal with nutrient-rich basic ingredients.	<b>Nutrition:</b> Day 1-2 (Macro/Micro functions), Day 9-10 (SMART Power Plate meal/Plan design).
	<b>HS.FNP.3:</b> Evaluate the physical, emotional, and mental impacts of missing or skipping meals and “fad” dieting.	<b>Nutrition:</b> Day 1-2 (Hunger cues), Day 3-4 (Thinness narrative harm), Day 7-8 (Energy check, Blood sugar/Heart health).
	<b>HS.FNP.4:</b> Explain the importance of drinking water and limiting sugar sweetened beverages and its effect on health.	<b>Nutrition:</b> Day 1-2 (Hydration swap), Day 5-6 (Hidden Sugar Challenge, Sugar/Trans fats).
	<b>HS.FNP.5:</b> 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.	<b>Nutrition:</b> Day 7-8 (Fuel-up goal), Day 9-10 (SMART goal plan). <b>Body Systems:</b> Day 3 (Move/Sleep Smart).
	<b>HS.FNP.6:</b> Describe how to make nutritious food and beverage choices at home, school, and when dining out.	<b>Nutrition:</b> Day 3-4 (Intentional choice, Mindful eating), Day 7-8 (Packing snacks).
	<b>HS.FNP.7:</b> Analyze how people from all cultures and backgrounds are connected by their use of and shared experiences around food.	<b>Nutrition:</b> Day 1-2 (Diet Culture), Day 3-4 (Cultural honoring).
	<b>HS.FNP.8:</b> Analyze the influences of family, peers, school, community, culture, and social norms on personal values and beliefs about food choices and physical activity.	<b>Nutrition:</b> Day 1-2 (Diet Culture), Day 5-6 (Influencer claims, Healthwashing), Day 7-8 (Academic pressure).
	<b>HS.FNP.9:</b> Describe how to prevent foodborne illnesses.	<b>Nutrition:</b> Day 9-10 (Food safety practices).

	<b>HS.FNP.10:</b> Identify policies, practices, and resources that support access to nutritious food, clean water, and accessible places for physical activity.	<b>Nutrition:</b> Day 9-10 (School food rules/Federal law analysis, School Lunch Advocacy). <b>Environmental Health:</b> Day 1 (Environmental advocacy).
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<b>Social, Emotional, and Mental Health</b>		
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<b>Social, Emotional, and Mental Health</b>	<b>HS.SEM.1:</b> TSEL Practices 2C Plan, evaluate, and achieve personal and collective goals and aspirations.	<b>Begin a Term:</b> Day 1 (Health Mission Statement, Healthy year vision). <b>Mental Health:</b> Day 9-10 (Personal Mental Health Plan). <b>Stress:</b> Day 9-10 (Toolkit implementation).
	<b>HS.SEM.2:</b> TSEL Practice 5A Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.	<b>Empathy:</b> Day 2 (Active Listening). <b>Diversity:</b> Day 2 (Cultural humility, Honest dialogue). <b>Mental Health:</b> Day 3-4 (Reacting vs Responding).
	<b>HS.SEM.3:</b> Analyze physical and psychological effects of stress, anxiety, depression, social isolation, and individual and collective trauma.	<b>Stress:</b> Day 1-2 (Automatic reactions), Day 3-4 (Foggy brain/Headaches, Sadness vs Clinical Depression), Day 9-10 (Vicarious trauma). <b>Mental Health:</b> Day 1-2 (Concentration issues), Day 3-4 (Fawn/Burnout).
	<b>HS.SEM.4:</b> Identify activities that promote social, emotional, and mental health.	<b>Mental Health:</b> Day 1-2 (Stress-Relief Jar), Day 3-4 (Mental Health Toolbox). <b>Stress:</b> Day 1-2 (Mindfulness through Media), Day 5-6 (Temperature Reset). <b>Self-Esteem:</b> Day 2 (Nature Walk).
	<b>HS.SEM.5:</b> 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.	<b>Mental Health:</b> Day 1-2 (Counselors/Support groups), Day 9-10 (Therapists/Peer support). <b>Stress:</b> Day 3-4 (Valid points of help).

	<b>HS.SEM.6:</b> 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.	<b>Mental Health:</b> Day 5-6 (Hopelessness), Day 9-10 (Identifying burnout). <b>Stress:</b> Day 5-6 (Risk/Protective Factors, Warning sign response). <b>Nutrition:</b> Day 3-4 (Clinical complexity of Anorexia/Bulimia).
	<b>HS.SEM.7:</b> Analyze the impact of media, marketing, social media, internet use, and other technologies on social, mental, and emotional health.	<b>Mental Health:</b> Day 7-8 (Digital validation, Digital Personas). <b>Self-Esteem:</b> Day 4 (Instagram/TikTok). <b>Stress:</b> Day 1-2 (Mindfulness through Media).
	<b>HS.SEM.8:</b> Advocate for safer school communities to prevent bullying and violence and improve mental health.	<b>Empathy:</b> Day 5 (40% reduction project). <b>Mental Health:</b> Day 7-8 (Responding to exclusion), Day 9-10 (Positive culture advocacy). <b>Violence:</b> Day 4 (Breaking Silence).
	<b>HS.SEM.9:</b> Analyze laws related to minors accessing mental health care.	<b>Mental Health:</b> Day 5-6 (Minor access laws).

<b>Healthy Relationships and Violence/Abuse Prevention</b>		
<b>Healthy Relationships and Violence/Abuse Prevention</b>	<b>HS.HRVP.1:</b> TSEL Practices 2A Manage and express thoughts, emotions, impulses, and stressors ways that affirm one's identity.	<b>Begin a Term:</b> Day 2 (Fight/Flight/Freeze). <b>Mental Health:</b> Day 3-4 (Naming it to tame it, Reacting vs Responding). <b>Stress:</b> Day 3-4 ("I" statements).
	<b>HS.HRVP.2:</b> Analyze different ways that people can express consensual physical affection, love, friendship, empathy, and sympathy within different types of relationships.	<b>Empathy:</b> Day 1 (Contagion). <b>Sex Education:</b> Day 1-2 (Values Collage), Day 3-4 (Trust/Equality/Boundaries).
	<b>HS.HRVP.3:</b> Analyze how culture and society can perpetuate stereotypes and expectations of people with different genders in relationships.	<b>Empathy:</b> Day 3 (Stereotypes, Implicit Bias). <b>Diversity:</b> Day 3 (Media for Equity). <b>Body Systems:</b> Day 3 (Gender identity norms).

	<b>HS.HRVP.4:</b> 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.	<b>Begin a Term:</b> Day 2 (Practicing consent). <b>Conflict:</b> Day 2 (Power imbalances). <b>Sex Education:</b> Day 3-4 (Coercion distinction), Day 7-8 (Yes/No/Maybe map).
	<b>HS.HRVP.5:</b> Apply a decision-making model to maintaining a healthy relationship and ending an unhealthy relationship.	<b>Mental Health:</b> Day 7-8 (Jealousy/Control). <b>Sex Education:</b> Day 3-4 (Gaslighting vs respect, Trust/Equality/Boundaries). <b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE).
	<b>HS.HRVP.6:</b> Describe how to access resources for survivors of interpersonal violence, sexual violence and sex trafficking, including local confidential advocacy resources.	<b>Violence:</b> Day 5 (Bystander/Confidential reporting, Crisis lines). <b>Sex Education:</b> Day 7-8 (RAINN/Survivor support).
	<b>HS.HRVP.7:</b> Demonstrate ways to support a fellow student who is being sexually harassed or abused.	<b>Violence:</b> Day 4 (Breaking Silence), Day 5 (Challenging victim-blaming, Bystander/Confidential reporting). <b>Empathy:</b> Day 3 (Emotional energy advocacy).
	<b>HS.HRVP.8:</b> 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.	<b>Mental Health:</b> Day 7-8 (Digital influence, Digital Personas). <b>Sex Education:</b> Day 1-2 (Hypersexualized media literacy).
	<b>HS.HRVP.9:</b> Model how to be an upstander by addressing hurtful comments, addressing concepts of intent, impact, and repair.	<b>Begin a Term:</b> Day 2 (Correcting harmful jokes). <b>Empathy:</b> Day 3 (Challenging generalizations). <b>Conflict:</b> Day 2 (Accountability/Repair). <b>Diversity:</b> Day 2 (Impact of Microaggressions).
	<b>HS.HRVP.10:</b> 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.	<b>Violence:</b> Day 4 (Toxic masculinity/Media Literacy), Day 5 (Challenging victim-blaming). <b>Sex Education:</b> Day 3-4 (Gaslighting vs respect).

	<b>HS.HRVP.11:</b> 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.	<b>Violence:</b> Day 5 (Challenging victim-blaming, Bystander/Confidential reporting).
	<b>HS.HRVP.12:</b> Explain trafficking, including tactics people use to traffic and exploit youth.	Review Required
	<b>HS.HRVP.13:</b> Summarize individual rights and responsibilities in regards to sexual consent, sexually explicit media, and sexting under state and federal law.	<b>Dangerous Decisions:</b> Day 3 (Sexting laws, Sexting/Digital footprint leaks). <b>Sex Education:</b> Day 9-10 (Age of consent laws , Ownership/Rights). <b>End a Term:</b> Day 1 (Digital content legalities).

<b>Growth and Development</b>		
<b>Growth and Development</b>	<b>HS.GD.1:</b> Analyze how peers, media, family, society, history, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem.	<b>Begin a Term:</b> Day 1 (Intersectionality). <b>Self-Esteem:</b> Day 1 (Media/Family), Day 4 (Internalized beauty, Instagram/TikTok). <b>Sex Education:</b> Day 1-2 (Body image).
	<b>HS.GD.2:</b> 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.	<b>Body Systems:</b> Day 3 (Sperm/Egg production, Testosterone/Estrogen, UTIs/Hygiene). <b>Sex Education:</b> Day 5-6 (Structures/Functions, Self-exam guides/Cancer prevention).
	<b>HS.GD.3:</b> Describe the cognitive, social, and emotional changes of adolescence and throughout adulthood.	<b>Body Systems:</b> Day 3 (Hormonal shifts). <b>Sex Education:</b> Day 5-6 (Physical/Social shifts, Development/Lifespan literacy).

	<b>HS.GD.4:</b> Analyze the impact of Oregon’s Menstrual Dignity Act on menstruation stigma and period poverty.	Review Required
	<b>HS.GD.5:</b> Explain how identity-affirming support from peers, families, schools, communities and health care providers can improve a person’s health and well-being.	<b>Diversity:</b> Day 3 (LGBTQ+ Affirmation, Affirming language). <b>Body Systems:</b> Day 3 (Gender identity norms). <b>Mental Health:</b> Day 9-10 (Positive culture advocacy).
	<b>HS.GD.6:</b> Analyze how peers, media, family, society, culture, and a person’s intersecting identities can influence attitudes, beliefs, and expectations about sexual and romantic orientation.	<b>Empathy:</b> Day 3 (Implicit Bias). <b>Diversity:</b> Day 1 (Media for Equity), Day 3 (LGBTQ+ Affirmation). <b>Body Systems:</b> Day 3 (Gender identity norms).
	<b>HS.GD.7:</b> Analyze familial factors that can limit access to genetic health information for many people, including adoption, foster care, migration, and donor conception.	Review Required

<b>Sexual and Reproductive Health</b>		
<b>Sexual and Reproductive Health</b>	<b>HS.SRH.1:</b> 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.	<b>Diseases:</b> Day 4 (STI Stigma challenge). <b>Sex Education:</b> Day 3-4 (Clear “No” strategies), Day 7-8 (STI transmission).
	<b>HS.SRH.2:</b> Demonstrate the ability to effectively communicate with a partner to make decisions around abstinence and consensual sexual intimacy.	<b>Begin a Term:</b> Day 2 (Practicing consent). <b>Sex Education:</b> Day 7-8 (Yes/No/Maybe map), Day 9-10 (Abstinence proactive choice, Values check).

	<b>HS.SRH.3:</b> Describe how to make a decision about sexual behaviors, including virtual and in-person, that takes into consideration personal values and health and safety of self and others.	<b>Dangerous Decisions:</b> Day 1 (STOP-THINK-CHOOSE). <b>Sex Education:</b> Day 7-8 (Decision Scenario), Day 9-10 (Values check).
	<b>HS.SRH.4:</b> Summarize fertilization, fetal development, and childbirth.	<b>Body Systems:</b> Day 3 (Sperm/Egg production). <b>Sex Education:</b> Day 5-6 (Structures/Functions), Day 7-8 (Fertilization).
	<b>HS.SRH.5:</b> Discuss skills and resources that can support people navigating parenthood.	<b>Sex Education:</b> Day 7-8 (Parenting/Financial effects , Postpartum wellness).
	<b>HS.SRH.6:</b> Identify individual, familial, cultural, and systemic influences on barrier methods and contraceptive use.	<b>Sex Education:</b> Day 7-8 (Contraceptive effectiveness/PrEP, Condom Demo/Steps).
	<b>HS.SRH.7:</b> Compare and contrast methods to prevent unintended pregnancy, considering effectiveness, access, and personal impact on health.	<b>Sex Education:</b> Day 7-8 (Contraceptive effectiveness/PrEP, Condom Demo/Steps), Day 9-10 (Abstinence proactive choice).
	<b>HS.SRH.8:</b> Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams.	<b>Sex Education:</b> Day 7-8 (Condom Demo/Steps).
	<b>HS.SRH.9:</b> Identify medically accurate sources of information for pregnancy, prenatal care, and pregnancy options, including parenting, surrogacy, adoption, abortion, and safe surrender, including community resources.	<b>Sex Education:</b> Day 7-8 (Pregnancy options) , Day 9-10 (Planned Parenthood, Confidentiality/Minor access laws).
	<b>HS.SRH.10:</b> 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.	<b>Diseases:</b> Day 4 (STI Stigma challenge, Social conditions). <b>Diversity:</b> Day 3 (Identity stigma).

	<b>HS.SRH.11:</b> Discuss responsibilities around sexually transmitted infection (STI) prevention, testing, treatment, and disclosure to sexual partners.	<b>Diseases:</b> Day 4 (STI Stigma challenge). <b>Sex Education:</b> Day 7-8 (STI transmission, Testing bookmarks, Confidential testing advocacy).
	<b>HS.SRH.12:</b> Assess the validity, reliability, and accessibility of comprehensive sexual and reproductive health information, products, and services offered online and in the local community.	<b>Sex Education:</b> Day 5-6 (CDC guides), Day 7-8 (Testing bookmarks), Day 9-10 (Planned Parenthood).
	<b>HS.SRH.13:</b> 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.	<b>Body Systems:</b> Day 3 (UTIs/Hygiene). <b>Sex Education:</b> Day 5-6 (Self-exam guides/Cancer prevention), Day 7-8 (Check-ups/Hygiene).
	<b>HS.SRH.14:</b> Analyze public health and government policies on sexual and reproductive health practices.	<b>Sex Education:</b> Day 9-10 (Confidentiality/Minor access laws, Age of consent laws).
	<b>HS.SRH.15:</b> Define reproductive justice and explain its history and how it relates to sexual health and health equity.	Review Required
	<b>HS.SRH.16:</b> Analyze how history can influence attitudes, beliefs, and expectations about sexuality and identity, including the history of medical experimentation and eugenics.	Review Required
	<b>HS.SRH.17:</b> Analyze systemic barriers to sexual, reproductive, and obstetric care, including prenatal care, childbirth, and postpartum care.	Review Required