



PORTLAND  
Public Schools

# Health Education Scope & Sequence

Grades 6-8

2025-2026 School Year





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# Introduction

## Key Information

The Portland Public Schools (PPS) 6-8 Health Education Scope and Sequence is a comprehensive curricular planning resource for educators to use in their work of realizing PPS' vision of providing skills-based comprehensive health education to all students in Grades K-12, through a program that integrates medically accurate information with a range of health-related topics at developmentally appropriate ages.

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High-quality, comprehensive health education enables students to develop the competence and confidence to apply health skills effectively in a variety of situations now and throughout their lives. Students need to learn, practice, and apply skills successfully, numerous times, with positive reinforcement and social support, in order to enhance and maintain their own and others' personal health and safety. As schools, families, and community partners collaborate to encourage and support students to become lifelong learners, health education remains an academic subject critical to ensuring that all students are healthy, safe, engaged, supported, and challenged.

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The PPS 6-8 Health Education Scope and Sequence draws upon three different sets of standards and guidelines:

1. [The Oregon Health Education Standards](#)
2. [The National Health Education Standards](#)
3. [The National Sexuality Education Standards](#)



**Unit Skill Development Focus.** Each unit focuses on two skills that are developed throughout the unit. It is recommended that teachers pre-assess students to determine prior skill development. The results of this pre-assessment may be used to inform the instructional plan, thus ensuring that all students have the foundation needed to practice and apply the skills in the context of the health unit concepts.

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**Essential Health Concepts.** The Essential Health Concepts are from the *Oregon Health Education Standards*. Key health concepts in the *Oregon Standards* were adapted from the *Health Education Curriculum Analysis Tool (HECAT)*, an assessment tool developed by the Centers for Disease Control and Prevention in partnership with health education experts.

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**Healthy Behavior Outcomes.** When students engage in learning experiences that focus on developing the functional knowledge and skills outlined in the unit summaries, the desired outcome is to have them adopt or maintain the highlighted healthy behaviors. The Healthy Behavioral Outcomes are from the Center for Disease Control and Prevention.

## Definitions

Key Information

# Health Skills

## Key Information

Research on positive behavior change has shown that a skills-based approach is more effective than traditional content-only pedagogy. When students can learn, practice, and demonstrate skills in health class, they are much more likely to adopt and maintain healthy behaviors. This skills-based approach enables students to effectively apply what they learn in health class to a variety of real-life situations. The following steps represent the research-based, sequential methodology needed to teach skills effectively:

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1. Introduce the Skill
  - a. Provide students with a definition.
  - b. Discuss the relevance of the skill to their health & their lives.
  - c. Explain the educational outcomes of the skill.
2. Present the Steps of the Skill
  - a. Explain the critical elements of the skill.
3. Model the Skill
  - a. Demonstrate the skill.
  - b. Use examples that connect to students' lives & the educational outcomes described in Step 1.
4. Practice the Skill
  - a. Provide students with many opportunities to practice the skill.
  - b. Keep practice opportunities relevant & connected to educational outcomes.
5. Reinforce & Provide Feedback
  - a. Include opportunities for students to apply the skill to their lives outside of school.
  - b. Provide summative feedback on performance assessments.

The National Health Education Standards delineates the following health skills:

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*Analyze Influences* focuses on identifying & understanding the internal & external factors that affect health practices & behaviors.

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*Access Valid & Reliable Resources* prepares students to critically evaluate the health information around them, from research articles, advertisements, people, or other print materials.

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*Interpersonal Communication* guides students to understand, practice, and reflect on their interactions with others, developing effective speaking & listening strategies, boundary setting/refusal, conflict resolution, and collaboration skills.

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*Decision-Making* provides students with a process to approach important decisions.

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*Health Behaviors* promote individual & collective responsibility, encouraging skills & processes that support health & well-being in individual, communal, and environmental contexts.

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*Advocacy* for self & others helps students build the capacity to promote & encourage healthy behaviors in themselves & others.

## Health Skills

Key Information



# Topic Areas

## Key Information

**Wellness & Health Promotion.** Defines and uses the concept of social determinants of health in discussions around community health, including instruction around access to health services, health outcomes, and health behavior. Reinforces that health is multidimensional and includes physical, emotional, social, mental, and environmental well-being.

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**Safety & First Aid.** Assists students in identifying trusted adults to talk to when feeling unsafe, scared, or uncomfortable. Recognizes that safety includes in person situations as well as online safety. Defines and promotes the importance of inclusive and accessible spaces.

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**Substance Use, Misuse, and Abuse Prevention.** Provides information and resources on the adverse effects that substances can have on young people without using fear- or shame-based approaches. Substances refer to all types of legal and illicit drugs including alcohol, tobacco, marijuana/cannabis, prescription, and over-the-counter medications.

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**Food, Nutrition, & Physical Activity.** Promotes well-rounded understanding of food and nutrition that encourages students to have a healthy relationship with food, stressing the importance of eating enough food, eating food on a regular basis, and acknowledging the pleasure that eating food can bring.

**Social, Emotional, & Mental Health.** Refers to emotions and feelings as part of the developmental and learning process. Emphasizes that mental health is an important part of overall health. Explains the importance of talking with trusted adults about feelings and where to access resources in the school and community.

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**Healthy Relationships and Violence/Abuse Prevention.** Promotes positive social norms that encourage healthy and safe interactions, relationships, and sexuality and help young people thrive to prevent violence and abuse before they even occur. Uses language, messages, and instructional approaches that do not focus on fear- or shamebased messaging.

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**Growth & Development.** Refers to internal and external sexual and reproductive body parts with medical accuracy, to normalize and promote effective communication with trusted adults when questions or concerns arise. Provides instruction that treats all aspects of puberty with dignity.

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**Sexual & Reproductive Health.** Refers to sexuality as a normal part of human development and does not use shame- or fearbased language or messaging. Defines sexuality concepts broadly as thoughts, feelings, and behaviors related to: being attracted to someone, emotional closeness, relationships, bodily safety, human reproduction, sexual and reproductive body parts, and more.

## Topic Areas

Key Information

# Division 22

## Key Information

Division 22 contains the standards public elementary and secondary schools are held accountable for in the state of Oregon. Each school year, PPS departments go before the board and report whether or not they are in compliance within that department's area of expertise. Health & Physical Education reports on district adopted Health Education curricula, specifics around comprehensive sexuality education, substance use and abuse prevention education, and much more.

To review the district, state, and federal requirements and guidelines (including Division 22) which govern our work throughout Portland Public Schools, please [visit our website](#). Required and recommended aspects of Health Education are outlined there, along with what we are doing to meet and exceed those expectations.







# Sixth Grade

Growth & Development  
Ages Nine to Twelve

# SIXTH GRADE | UNIT 1 | SUMMARY

## SOCIAL, EMOTIONAL, & MENTAL HEALTH

### Essential Questions

- What is mental health?
- How can I tell the difference between everyday feelings and overwhelming feelings?

### Health Skills

- Access Valid & Reliable Resources
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### **Social, Emotional, & Mental Health (SEM)**

6.SEM.1 *TSEL Practice 1B* Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.

6.SEM.2 Demonstrate how to access credible mental health information and services in the community, including the Suicide & Crisis Lifeline 988.

6.SEM.3 Describe how sharing information about self and others online can impact social, emotional, and mental health.

#### **Wellness & Health Promotion (WHP)**

6.WHP.4 Distinguish between habits that enhance or hinder personal health.

### Key Vocabulary

*Teachers will define:*

- Mental health
- Feelings
- Stress management
- Coping strategies
- Communication

# SIXTH GRADE | UNIT 2 | SUMMARY

## FOOD, NUTRITION, & PHYSICAL ACTIVITY

### Essential Questions

- What are the body cues I experience before, during, and after eating?
- What are the different reasons people eat?

### Health Skills

- Access Valid & Reliable Resources
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Food, Nutrition, & Physical Activity (FNP)

6.FNP.2 Explain why it is important to respect different nutrition choices based on culture, needs, and preferences.

6.FNP.3 Analyze how internal and external influences can affect decisions about eating and physical activity.

6.FNP.5 Discuss the physical and mental impacts of missing, skipping meals, or 'fad' dieting.

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.

6.FNP.7 Analyze benefits of regular physical activity to promote health.

### Growth & Development (GD)

7.GD.1 Discuss how peers, media, family, and culture can influence self-concept, body image, and self-esteem.

8.GD.1 Reflect on external influences that may affect personal body image and how others are perceived.

### Key Vocabulary

*Teachers will define:*

- Hunger
- Fullness
- Satisfaction
- Body cues
- Short/long energy foods



# SIXTH GRADE | UNIT 3 | SUMMARY

## SUBSTANCE USE & ABUSE PREVENTION

### Essential Questions

- Why do people use substances? Why do people not use substances?
- What are the consequences of substance use?

### Health Skills

- Access Valid & Reliable Resources
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Substance Use & Abuse Prevention (SUB)

6.SUB.1 Explain differences between use, misuse, and abuse of substances.

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.

6.SUB.3 Identify at least three reasons why someone would decide not to use alcohol, marijuana/cannabis, tobacco, and other substances.

6.SUB.4 Identify how “fake pills” and other substances could contain fentanyl and other unknown harmful and deadly chemicals.

6.SUB.5 Discuss the relationship between using substances and other health risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.

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.

6.SUB.7 Describe personal decision-making strategies around substance use.

6.SUB.8 Discuss communication skills to avoid alcohol, marijuana/cannabis, tobacco and drug use, especially in peer-pressure situations.

6.SUB.9 Analyze health-related messages in print and electronic materials to determine credibility of the health message related to substance use.

6.SUB.10 Locate and summarize Oregon laws on alcohol, marijuana/cannabis, tobacco, and other substances.

# SIXTH GRADE | UNIT 4a | SUMMARY

## SEXUAL & REPRODUCTIVE HEALTH

### Essential Questions

- What are the characteristics of a healthy relationship?
- How can I practice responsible decision making?

### Health Skills

- Access Valid & Reliable Resources
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Growth & Development (GD)

6.GD.1 Describe how to show respect for one's own physical appearance, the appearance of others, and how it impacts self-esteem.

6.GD.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.

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).

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.

6.GD.6 Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, two-spirit, and pansexual.

#### Sexual & Reproductive Health (SRH)

6.SRH.1 Identify examples of how culture, religion, society, technology, and media influence understanding and expressions of sexuality.

6.SRH.2 Define sexual intercourse.

6.SRH.3 Identify factors that are important in deciding whether and when to engage in romantic and sexual behaviors.

6.SRH.9 Demonstrate communicating with trusted adults and asking questions about comprehensive sexual and reproductive health.

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.

6.SRH.11 Discuss the importance of sexual and reproductive health care that aligns with personal needs, desires, and cultural values.

### Additional Resources

- Parent/Guardian Opt Out Letters
  - Alternate Lessons

## SIXTH GRADE | UNIT 4b | SUMMARY

# VIOLENCE PREVENTION

### Essential Questions

- What are the characteristics of a healthy relationship?
- How can I practice responsible decision making?

### Health Skills

- Access Valid & Reliable Resources
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Violence Prevention (HRVP)

6.HRVP.1 TSEL Practice 3B Apply social skills (i.e., empathy, compassion, etc.) to develop and maintain healthy relationships that collectively achieve mutual goals while affirming identities and perspectives.

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.

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.

6.HRVP.4 Describe personal feelings when boundaries, consent, and privacy needs are not respected.

6.HRVP.5 Practice communication skills to build healthy relationships and manage conflict.

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.

6.HRVP.7 Demonstrate strategies to use technology and social media safely, legally, and respectfully.

### Additional Resources

- Parent/Guardian Opt Out Letters
  - Alternate Lessons



# Sixth Grade

## Social, Emotional, & Mental Health

1. Understand Mental Health

2. Managing Stress & Discovering Coping Skills

3. Help-Seeking

4. Introduction to Depression

5. Depression is Treatable

6. You Can Make a Difference in Someone's Life

7. Good Mental Health for Everyone

8. Unit Assessment

## Food, Nutrition, & Physical Activity\*

1. Tuned-in Eating

2. Body Cues

3. The Six Nutrients

4. Reasons We Eat: Nutrition

5. Reasons We Eat: Pleasure & Community

6. Unit Assessment

Alternate Nutrition Lessons

**\* Copyright Materials** - Contact teacher to review

## Substance Use & Abuse Prevention

1. Introduction to Project ALERT

2-3. Consequences of Nicotine, Marijuana, & Alcohol, Parts 1 & 2

4-5. Social Pressures to Use Substances, Parts 1 & 2

6-7. Resisting Internal & External Pressures to Use Drugs, Parts 1 & 2

8. Safe, Legal Use of Prescription Medications & Risks of Misuse

9. Review & Practice Resistance Techniques

10. Smoking & Vaping Cessation

11. Benefits of Not Using Drugs

12. Fentanyl Lesson

13. Unit Assessment

## Sexual/Reproductive Health & Violence Prevention

1. Change is Good

2. Gender Roles & Expectations

3. Peer Pressure & Social Bullying

4. Understanding Boundaries

5. Consent - It Goes With Everything

6. Communicating About a Sensitive Topic

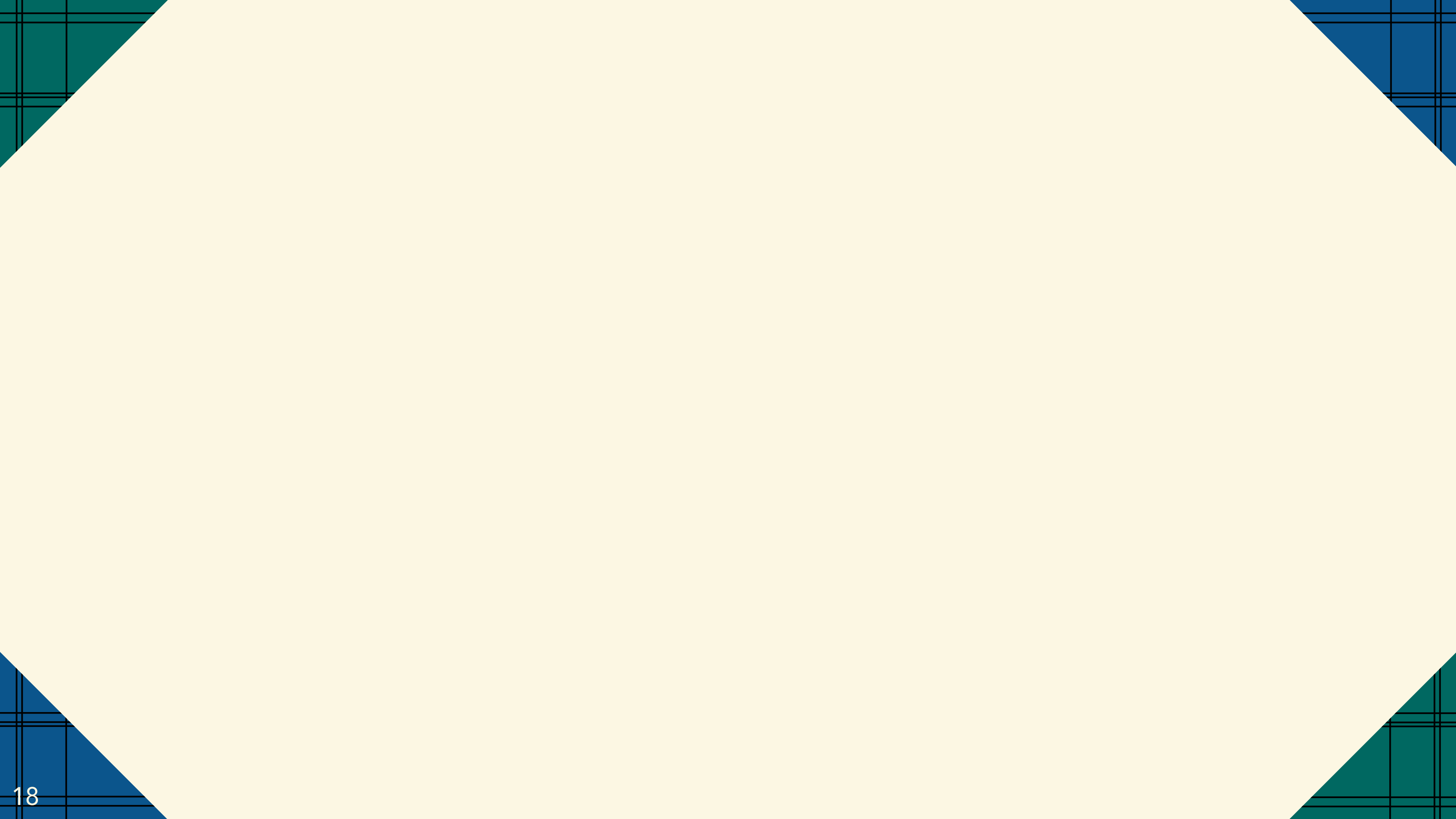
7. Image Overload

8. Understanding Romantic Relationships

9. Liking & Loving: Now & When I'm Older

10. When Should a Person

11. Being a Sex Ed Sleuth





# Seventh Grade

Growth & Development  
Ages 13 to 17

# SEVENTH GRADE | UNIT 1 | SUMMARY

## WELLNESS & HEALTH PROMOTION

### Essential Questions

- What is cyberbullying?
- How can I respond to online hate speech?

### Health Skills

- Analyze Influences
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Safety & First Aid (SFA)

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.

7.SFA.7 Describe strategies for using social media safely, legally, and respectfully.

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.

#### Violence Prevention (HRVP)

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.

8.HRVP.8 Identify the short- and long-term impacts of bullying for the people targeted, the people who perpetrate bullying, bystanders, and upstanders.

### Key Vocabulary

*Teachers will define:*

- Balance
- Digital
- Social Media
- Sexting
- Upstander



# SEVENTH GRADE | UNIT 2 | SUMMARY

## SOCIAL, EMOTIONAL, & MENTAL HEALTH

### Essential Questions

- What are the risk factors which may contribute to depression?
- What does depression look like?
- How can I support others during times of stress?

### Health Skills

- Access Valid & Reliable Resources
- Analyze Influences



### Essential Health Concepts

*Students will know:*

#### Social, Emotional, & Mental Health (SEM)

7.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.

7.SEM.3 Identify and discuss causes, symptoms, and impacts of depression, anxiety, including eating disorders and disordered eating, trauma, self-harm, and suicide.

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.

7.SEM.6 Identify how connecting with the community, and personal and cultural identity development contribute to mental health.

### Wellness & Health Promotion (WHP)

7.WHP.5 Practice and demonstrate communication skills to improve personal health, including communicating with healthcare providers.

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.

### Key Vocabulary

*Teachers will define:*

- Depression
- Suicide
- Empathy
- Self-harm

### Additional Resources

- Free registration is required to access Erika's Lighthouse

# SEVENTH GRADE | UNIT 3 | SUMMARY

## SEXUAL & REPRODUCTIVE HEALTH

### Essential Questions

- How does pregnancy occur and what are the symptoms?
- What sexual behaviors put people at high, low, or no risk for STIs?

### Health Skills

- Access Valid & Reliable Resources
- Analyze Influences



### Essential Health Concepts

*Students will know:*

#### Growth & Development (GD)

7.GD.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.

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.

7.GD.4 Access medically accurate, not fear- or shame- based, comprehensive, and inclusive sources of information about sexual and romantic orientation.

#### Sexual & Reproductive Health (SRH)

7.SRH.1 Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexuality.

7.SRH.2 Apply a decision-making model to choices about engaging in sexual behaviors.

7.SRH.3 Describe a range of ways a viable pregnancy can occur.

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.

7.SRH.5 Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.

7.SRH.6 Discuss the symptoms and treatments of various sexually transmitted infections (STIs), including HIV/AIDS.

7.SRH.7 Describe the steps to using barrier methods correctly, including external and internal condoms and dental dams.

7.SRH.8 Identify medically accurate sources of information about comprehensive sexual and reproductive health.

### Additional Resources

- Parent/Guardian Opt Out Letters
  - Alternate Lessons

## SEVENTH GRADE | UNIT 4 | SUMMARY

# VIOLENCE PREVENTION

### Essential Questions

- How can I safely intervene if someone is being sexually harassed?
- What is sex trafficking and sexual exploitation?

### Health Skills

- Analyze Influences
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Violence Prevention (HRVP)

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.

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.

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.

7.HRVP.10 Identify state and federal laws on sexual consent and mandatory reporting.

6.HRVP.10 Recognize some of the ways in which norms and laws around gender and sexual orientation have changed over time.

### Key Vocabulary

*Teachers will define:*

- Sexual harassment
- Age of consent
- Sexual health care
- Sex trafficking
- Sexual exploitation

### Additional Resources

- Parent/Guardian Opt Out Letters
  - Alternate Lessons

# Seventh Grade

## Wellness & Health Promotion

1. Finding Balance in a Digital World
2. Digital Media & Your Brain
3. Being Aware of What We Share
4. Who Are You Online?
5. Social Media & Digital Footprints
6. My Social Media Life
7. Digital Drama
8. Mid-Unit Assessment
9. Sexting & Relationships
10. Upstanders & Allies
11. Responding to Online Hate
12. Unit Assessment

## Social, Emotional, & Mental Health

1. Signs & Symptoms
2. Self-Care
3. Getting Help
4. Performance Assessment
5. Fentanyl & Synthetic Opioids
6. Analyzing Influences

## Sexual & Reproductive Health

1. Everybody's Got Body Parts, Part 1
2. Everybody's Got Body Parts, Part 2
3. Reproduction Basics
4. Great Expectations: Signs & Symptoms of Pregnancy
5. Analyzing Influences Assessment
6. Protecting Your Health: Understanding & Preventing STIs
7. Preparation is Prevention
8. Let's Talk About Sex
9. Making SMART Choices

## Healthy Relationships & Violence Prevention

1. I Am Who I Am
2. Blue is For Boys, Pink is For Girls... Or Are They?
3. Being the Change You Want to See in the World
4. Pre-Law
5. Harassment Prevention - The Basics
6. Trafficking
7. Consent & Healthy Relationships
8. Unit Assessment





# Eighth Grade

Growth & Development  
Ages 13 to 17

# EIGHTH GRADE | UNIT 1 | SUMMARY

## FOOD, NUTRITION, & PHYSICAL ACTIVITY

### Essential Questions

- What are everyday, impulsive, and thoughtful decisions?
- Why do we process food?
- How does culture influence decision making?

### Health Skills

- Access Valid & Reliable Resources
- Decision-Making



### Essential Health Concepts

*Students will know:*

#### Food, Nutrition, & Physical Activity (FNP)

- 6.FNP.1 Compare and contrast foods grown and produced in the United States and other countries.
- 6.FNP.4 Identify the six categories of nutrients and explain why each of them are important to the body.
- 8.FNP.1 Explain how food is transported from farm to table, focusing on maintaining quality and safety.
- 8.FNP.2 Discuss ways that the foods and beverages that people consume have a profound impact on their health.
- 8.FNP.3 Assess personal eating and physical activity behaviors.
- 8.FNP.4 Discuss cultural dishes, identify ingredients, and find the origins of the food in each recipe.

- 8.FNP.5 Analyze the impacts of media, social media, and marketing on food habits.
- 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.
- 8.FNP.7 Examine food insecurity and injustice, lack of access, and impacts on individual and community health, cultural preservation and practices.

### Key Vocabulary

*Teachers will define:*

- Everyday/Impulsive/Thoughtful decisions
- Food processing
- Cultural appropriation

# EIGHTH GRADE | UNIT 2 | SUMMARY

## SUBSTANCE USE & ABUSE PREVENTION

### Essential Questions

- Are we teaching ETR or a previous SUAP iteration?

### Health Skills

- Access Valid & Reliable Resources
- Decision-Making



### Essential Health Concepts

*Students will know:*

#### Substance Use & Abuse Prevention (SUB)

8.SUB.1 Identify risk and protective factors related to substance use, misuse, and abuse.

8.SUB.2 Understand how substance use, misuse, and abuse affects the basic function of the central and autonomic nervous systems including brain function.

8.SUB.3 Describe the risks of fentanyl exposure and overdose and identify harm reduction strategies, including testing, naloxone, and other interventions.

8.SUB.4 Examine the relationship between substance use, misuse, and abuse risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.

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.

8.SUB.6 Discuss decisions around substance use and the benefits of being substance-free.

8.SUB.7 Demonstrate communication skills to avoid alcohol, marijuana/cannabis, tobacco, or other drug use, especially in peer-pressure situations.

8.SUB.8 Describe where to find reliable information and services regarding substance use, misuse, and abuse.

### Key Vocabulary

*Teachers will define:*

- Harm reduction
- Experimentation
- Addiction

# EIGHTH GRADE | UNIT 3 | SUMMARY

## SEXUAL & REPRODUCTIVE HEALTH

### Essential Questions

- How can I be an effective listener?
- How can I communicate effectively with others?
- How are STIs, including HIV, transmitted?

### Health Skills

- Access Valid & Reliable Resources
- Advocacy



### Essential Health Concepts

*Students will know:*

#### Sexual & Reproductive Health (SRH)

8.SRH.2 Identify safer sex strategies for vaginal, oral, and anal sex.

8.SRH.3 Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms, and/or contraception.

8.SRH.4 Practice using a decision-making model in response to various sexual health scenarios.

8.SRH.5 List the steps necessary for a viable pregnancy to occur with sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.

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

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

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

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.

### Additional Resources

- Parent/Guardian Opt Out Letters
  - Alternate Lessons



## EIGHTH GRADE | UNIT 4 | SUMMARY

# VIOLENCE PREVENTION

### Essential Questions

- What messages do I receive about relationships & sexuality?
- What are the implications of power differentials in relationships?

### Health Skills

- Analyze Influences
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Healthy Relationships (HRVP)

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.

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.HRVP.5 Demonstrate strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.

#### Sexual & Reproductive Health (SRH)

7.SRH.9 Examine how discrimination and racism negatively impact sexual and reproductive health.

### Key Vocabulary

*Teachers will define:*

- Sexual orientation
- Gender identity
- Relationships
- Self-concept
- Body image
- Healthy communication
- Mutual consent

### Additional Resources

- Parent/Guardian Opt Out Letters
  - Alternate Lessons
- Supplemental Resources
  - <http://loveisrespect.org>
  - Teaching Consent at Every Age

# Eighth Grade

## Food, Nutrition, & Physical Activity

1. Reaping the Benefits

2. Identifying Influences

3. Always vs. Sometimes

4. Using Resources to Gain Information About Food Choices

5. Everyday, Impulsive, & Thoughtful Decisions

6. Food Processing

7. Making a Thoughtful Decision

8. Cultural Backgrounds & Decision Making

8a. Cultural Appropriation

8b. Native Nutrition

9. Classroom Recipe Book

## Substance Use & Abuse Prevention

1. What is a Drug?

2. Harm Reduction Intro

3. Stress & Coping Skills

4. Nicotine & the Brain

5. Nicotine & the Body

6. Evaluating Sources

7. Cannabis: Fact or Fiction

8. Alcohol

9. Opioids & Fentanyl

10. Signs of Suicide

11. Unit Assessment

## Sexual & Reproductive Health

1. We Need to Talk

2. Birth Control Basics

3. Using Condoms Effectively

4. Pregnancy Basics

5. STI Basics: Reducing Your Risks

6. Unit Assessment

## Healthy Relationships & Violence Prevention

1. The World Around Me

2. Creating a Safe School: Celebrating All

3. What's Racism Got To Do With It?

4. Healthy or Unhealthy Relationships?

5. Choose Your Words Carefully

6. Talking Without Speaking: The Role of Texting in Relationships

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