Oregon Health

# Grade 6

| | | |
|---|---|---|
| **Wellness and Health Promotion** WHP | 1 | **Describe the interrelationship of the five dimensions of health (physical, social, emotional, mental, and environmental).** 6.WHP.1 |
| | 2 | **Describe the difference between communicable and noncommunicable diseases, including cancer, diabetes, and asthma.** 6.WHP.2 |
| | 3 | **Demonstrate appropriate habits to protect vision, hearing, skin, and teeth.** 6.WHP.3 |
| | 4 | **Distinguish between habits that enhance or hinder personal health.** 6.WHP.4 |
| | 5 | **Interpret numerical and graphical information to make an informed health decision..** 6.WHP.5 |
| | 6 | **Demonstrate how to access valid and reliable health information online for building health habits.** 6.WHP.6 |
| | 7 | **Define different forms of discrimination and understand how it influences the health of communities.** 6.WHP.7 |
| | 8 | **Identify actions that can help to create a healthier environment for individuals and communities.** 6.WHP.8 |
| **Safety and First Aid** SFA | 1 | **Identify unsafe situations at home, at school, and in communities that can lead to injury.** 6.SFA.1 |
| | 2 | **Explain first aid and response procedures to treat injuries and other emergencies.** 6.SFA.2 |
| | 3 | **Understand firearm safety rules for individuals, families, and communities.** 6.SFA.3 |
| | 4 | **Distinguish when decisions around digital safety, managing privacy online, and protecting against identity theft can be made individually or with help from others.** 6.SFA.4 |
| **Substance Use, Misuse, and Abuse** SUB | 1 | **Explain differences between use, misuse, and abuse of substances.** 6.SUB.1 |

Skip to main content

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.2

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

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

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

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.6

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

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

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

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

**Food, Nutrition, and Physical Activity** FNP

1 **Compare and contrast foods grown and produced in the United States and other countries.** 6.FNP.1

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

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

4 **Identify the six categories of nutrients and explain why each of them are important to the body.** 6.FNP.4

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

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.6

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

Skip to main content

| | | |
|---|---|---|
| | 8 | **Describe safe food handling to prevent illness.** 6.FNP.8 |
| **Social, Emotional, and Mental Health** SEM | 1 | **TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.** 6.SEM.1 |
| | 2 | **Demonstrate how to access credible mental health information and services in the community, including the Suicide & Crisis Lifeline 988.** 6.SEM.2 |
| | 3 | **Describe how sharing information about self and others online can impact social, emotional, and mental health.** 6.SEM.3 |
| | 4 | **Describe how prejudice, discrimination, and bias can impact mental health, violence, and traumatic stress.** 6.SEM.4 |
| | 5 | **Locate and summarize laws and policies to protect student mental health, including excused absences.** 6.SEM.5 |
| **Healthy Relationships and Violence/Abuse Prevention** 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.HVRP.1 |
| | 2 | **Discuss how family, media, social media, society, culture, and personal identities can influence attitudes, beliefs, and expectations about relationships and physical affection.** 6.HVRP.2 |
| | 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.HVRP.3 |
| | 4 | **Describe personal feelings when boundaries, consent, and privacy needs are not respected.** 6.HVRP.4 |
| | 5 | **Practice communication skills to build healthy relationships and manage conflict.** 6.HVRP.5 |
| | 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.HVRP.6 |
| | 7 | **Demonstrate strategies to use technology and social media safely, legally, and respectfully.** 6.HVRP.7 |
| | 8 | **Create an advocacy message that describes the role of upstanders in preventing or stopping bullying and cyberbullying.** 6.HVRP.8 |
| | 9 | **Define child sexual abuse, sexual assault, sexual exploitation, and gender-based violence and analyze potential impacts on physical, social, emotional, and mental health.** 6.HVRP.9 |

Skip to main content

| | | |
|---|---|---|
| | 10 | **Recognize some of the ways in which norms and laws around gender and sexual orientation have changed over time.** 6.HVRP.10 |
| **Growth and Development** 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.1 |
| | 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.2 |
| | 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.3 |
| | 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.** 6.GD.4 |
| | 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.5 |
| | 6 | **Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, two-spirit, and pansexual.** 6.GD.6 |
| | 7 | **Recognize that there are many kinds of family structures and discuss ways in which families can change.** 6.GD.7 |
| **Sexual and Reproductive Health** SRH | 1 | **Identify examples of how culture, religion, society, technology, and media influence understanding and expressions of sexuality.** 6.SRH.1 |
| | 2 | **Define sexual intercourse.** 6.SRH.2 |
| | 3 | **Identify factors that are important in deciding whether and when to engage in romantic and sexual behaviors.** 6.SRH.3 |
| | 4 | **Identify the functions of the ovulation cycle, sperm development, and pregnancy.** 6.SRH.4 |
| | 5 | **Identify the benefits, risks, and effectiveness of various methods of contraception, including abstinence, the correct usage of barrier methods, and emergency contraception.** 6.SRH.5 |
| | 6 | **Identify the stages of pregnancy.** 6.SRH.6 |
| | 7 | **Describe pregnancy options, including parenting, abortion, safe surrender, and adoption.** 6.SRH.7 |

Skip to main content

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.** `6.SRH.8`

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

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.10`

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