ALIGNMENT TO
OREGON HEALTH EDUCATION STANDARDS AND PERFORMANCE INDICATORS

RESOURCE TITLE: Live Well Middle School Health

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CORE SUBJECT AREA: Health Education Grade 6

NOTES:
(1) Citations use chapter and lesson numbers and names, section headings, and sub-section headings to identify the location of content.
(2) Some Reproductive and Sexual Health (RSH) lessons are offered in "foundations" and "comprehensive" versions that have the same name. When relevant, RSH citations distinguish between the two.

GRADE LEVEL SKILL FOCUS FOR MIDDLE SCHOOL:	➢ **Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health. (Skill 3)** ➢ **Students demonstrate effective interpersonal communication skills to enhance health. (Skill 4)**
Standard: Wellness and Health Promotion (WHP)	**Where Taught**
6.WHP.1 Describe the interrelationship of the five dimensions of health (physical, social, emotional, mental, and environmental).	Figure 1.1 The five components of wellness. Chapter 1: Understanding My Health: My Well-Being 1.1 Environmental Influences on Health 5.1 Understanding Physical Activity, Exercise, and Physical Fitness 6.1 What Is Emotional Health? 7.2 Healthy Living Skills: Analyzing Influences 8.1 Healthy Relationships

6.WHP.2 Describe the difference between communicable and noncommunicable diseases, including cancer, diabetes, and asthma.	Lesson 1.4 Communicable Diseases Lesson 1.5 Noncommunicable Diseases Table 1.1 Common Types of Cancer 1.5 Cancers 1.5 Diabetes 1.5 Lung Disease
6.WHP.3 Demonstrate appropriate habits to protect vision, hearing, skin, and teeth.	2.1 Caring for Your Skin 2.2 Caring for Your Mouth and Teeth 2.3 Protecting Your Vision 2.3 Protecting Your Hearing
6.WHP.4 Distinguish between habits that enhance or hinder personal health.	1.2 What Are Health Skills? Figure 1.7 Habits can be healthy or unhealthy
6.WHP.5 Interpret numerical and graphical information to make an informed health decision.	1.2 Making Healthy Decisions Figure 1.5. What influences your decision making? Other Figures and Tables throughout the student text, e.g. Table 2.1, Table 3.19, Figure 5.2, Figure 9.4, Figure 10.7, Figures 11.1 and 11.2, Table 11.1, Figure 12.1, Figure 12.8, Figure 13.3, Figure 13.6, Table 14.1, and Figure 14.7.
6.WHP.6 Demonstrate how to access valid and reliable health information online for building health habits.	1.2 Accessing Valid and Reliable Health Information and Services 1.2 Developing Basic Health Knowledge 1.2 What Are Health Skills?
6.WHP.7 Define different forms of discrimination and understand how it influences the health of communities.	9.1 Prejudice, Bias, and Intolerance 4.4 Weight Prejudice 8,4 Dating Relationships: Diversity Matters: Public Schools and Sexual Orientation Discrimination RSH Comprehensive: Dating Relationships: Diversity

	Matters: Public Schools and Sexual Orientation Discrimination
6.WHP.8 Identify actions that can help to create a healthier environment for individuals and communities.	1.2 Advocating for Good Health, including Advocating For Your Community Figure 1.8 Steps to community advocacy 4.2 Skill-Building Challenge: Advocating for Food Access 5.1 Skill-Building Challenge: Promoting Good Health 8.4 Skill-Building Challenge: Advocating for Safe and Respectful Dating Relathionships 9.3 Responding to Bullying, Speak up and tell someone 11.4 Skill-Building Challenge: Advocating for Vape-Free Community Parks 13.1 Skill-Building Challenge: Advocating for Gun Safety 13.3 Healthy Living Skills: Promoting Good Health Chapter 14 Chapter Review, Project-Based Learning: Advocating for the Environment 2.4, 3.3, 4.1, 10.4 “Healthy Living Skills: Promoting Good Health” features at the end of selected lessons
Standard: Safety and First Aid (SFA)	**Where Taught**
6.SFA.1 Identify unsafe situations at home, at school, and in communities that can lead to injury.	13.1 Safety First 13.2 Community Safety 13.2 Public Safety 13.2 School Safety
6.SFA.2 Explain first aid and response procedures to treat injuries and other emergencies.	Lesson 13.4 First Aid and Emergency Procedures

6.SFA.3 Understand firearm safety rules for individuals, families, and communities.	13.1 Firearms 13.1 Skill-Building Challenge: Advocating for Gun Safety
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.	Lesson 13.3 Safety Online 13.3 Identity Theft
Standard: Substance Use, Misuse, and Abuse (SUB)	**Where Taught**
6.SUB.1 Explain differences between use, misuse, and abuse of substances.	12.1 Using OTC and Prescription Drugs Safely 12.1 Abuse of OTC and Prescription Drugs 12.2 Illicit Drugs Overview 12.4 Substance Use Disorder Figure 12.8 Substance use disorder criteria
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.	Figure 12.3 Dangers of illicit drugs. Table 11.1 Health Effects of Tobacco 11.1 Health Risks and E-Cigarettes 12.2 Marijuana 12.2 How Drugs Affect Athletic Performance 12.2 Illicit Drugs and Risky Behaviors 12.4 Addictive Potential of Drugs Lesson 10.2 The Effects of Alcohol
6.SUB.3 Identify at least three reasons why someone would decide not to use alcohol, marijuana/cannabis, tobacco, and other substances.	Lesson 10.4 Saying No to Alcohol Figure 10.9 Benefits to not drinking. 11.1 Tobacco's Effects on the Body 11.3 Figure 11.9, Benefits of Quitting Smoking

	12.3 Healthy Alternatives to Using Drugs 12.4 Being Drug-Free Figure 12.10 Benefits and barriers of being drug-free
6.SUB.4 Identify how fake pills" and other substances could contain fentanyl and other unknown harmful and deadly chemicals.	Figure 12.3 Dangers of illicit drugs 12.1 Potential Risks of Taking OTC and Prescription Drugs
6.SUB.5 Discuss the relationship between using substances and other health risks, including unintentional injuries, violence, suicide, and sexual risk behaviors.	10.2 Risks of Underage Drinking 12.1 Potential Risks of Taking OTC and Prescription Drugs 12.2 Illicit Drugs and Risky Behaviors Figure 12.3 Dangers of illicit drugs
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.	Lesson 10.3 Influences and Alcohol 11.2 Influences on Tobacco Use (entire lesson) 11.1 Healthy Living Skills: Analyzing Influences (tobacco use) 11.2 Skill-Building Challenge: Who Influences Me? (tobacco use) Lesson 12.3 Influences on the Use of Medications and Drugs 12.3 Factors That Influence the Use of Drugs
6.SUB.7 Describe personal decision-making strategies around substance use.	10.1 Healthy Living Skills: Making Healthy Decisions (alcohol use) 10.2 Skill-Building Challenge: Deciding to Be Alcohol Free 10.4 Saying No to Alcohol (entire lesson) 11.1 Skill-Building Challenge: Making Healthy Decisions (vaping) 11.2 Healthy Living Skills: Making Healthy Decisions

	(e-cigarettes) 11.3 Tips for Staying Tobacco-Free 11.3 Refusal Skills to Avoid Tobacco Use 11.3 Skill-Building Challenge: Demonstrating interpersonal Refusal Skills
6.SUB.8 Discuss communication skills to avoid alcohol, marijuana/cannabis, tobacco and drug use, especially in peer-pressure situations.	Lesson 10.4 Saying No to Alcohol 11.3 Refusal Skills to Avoid Tobacco Use 11.3 Skill-Building Challenge: Demonstrating Interpersonal Refusal Skills (tobacco use and vaping) 12.1 Healthy Living Skills: Healthy Communication (drugs and drug use) 12.1 Skill-Building Challenge: Promoting Proper Use of Prescription Medications 12.2 Skill-Building Challenge: Refuse to Use (drugs and drug use)
6.SUB.9 Analyze health-related messages in print and electronic materials to determine credibility of the health message related to substance use.	11.4 E-Cigarette Advertising 11.2 Table 11.2, Internal and External Influences on using Tobacco Figure 11.10 E-cigarette advertising targets teens in many different forms. 12.1 Healthy Living Skills: Analyzing Influences (drugs and drug use) 12.3 Skill-Building Challenge: Analyzing Influences 12.3 Media and Advertisements Figure 12.6 Drug ads must tell the consumer three things
6.SUB.10 Locate and summarize Oregon laws on alcohol, marijuana/cannabis, tobacco, and other	12.4 Community Laws

substances.	
Standard: Food, Nutrition, and Physical Activity (FNP)	**Where Taught**
6.FNP.1 Compare and contrast foods grown and produced in the United States and other countries.	14.1 Global Issues and Public Health Figure 14.2 Major global health issues 4.2 Does Everyone Have Access to Enough Food?
6.FNP.2 Explain why it is important to respect different nutrition choices based on culture, needs, and preferences.	Figure 3.15 Culture plays a big role in our food preferences and choices 3.2 Diversity Matters: Religion and Food
6.FNP.3 Analyze how internal and external influences can affect decisions about eating and physical activity.	3.2 Influences on Your Appetite 3.2 Skill-Building Challenge: What Influences Your Eating? 3.2 Diversity Matters: Religion and Food 3.3 Healthy Living Skills: Analyzing Influences (food and nutrition) 3.5 Healthy Living Skills: Analyzing Influences (food and nutrition) Chapter 4: Understanding My Health: What Influences My Eating Behaviors? Figure 3.14 Factors that influence appetite. Figure 3.15 Culture plays a big role in our food preferences and choices 4.4 Other Influences on Body Image 4.4 Disordered Eating and Eating Disorders 5.1 Healthy Living Skills: Analyzing Influences (physical activity) 5.3 Skill-Building Challenge: Analyzing Influences (physical activity)

6.FNP.4 Identify the six categories of nutrients and explain why each of them are important to the body.	3.1 Nutrients and Your Health Figure 3.1 The six categories of nutrients you need to be healthy.
6.FNP.5 Discuss the physical and mental impacts of missing, skipping meals, or fad dieting.	4.3 Dangerous Dieting Habits Table 4.3 Common Fad Diets and Products 4.4 Disordered Eating and Eating Disorders Figure 4.10 Common eating disorders
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.	3.1 Healthy Living Skills: Making Healthy Decisions (food and nutrition) 3.3 Healthy Living Skills: Making Healthy Decisions (food and nutrition) 3.5 Choosing Healthy Convenience Foods 3.5 Making Healthy Breakfast Decisions 3.5 Making Healthy Decisions When Eating Out 3.5 Skill-Building Challenge: Making a Healthy Food Decision 3.3 Building a Healthy Diet Figure 3.16 The four keys to a healthy diet. 4.1 Healthy Living Skills: Practicing Healthy Behaviors (food and nutrition) 4.4 Disordered Eating and Eating Disorders Figure 4.10 Common eating disorders.
6.FNP.7 Analyze benefits of regular physical activity to promote health.	Figure 1.1 The five components of wellness 5.1 Physical Activity Benefits 5.1 Physical Activity and Disease Prevention

6.FNP.8 Describe safe food handling to prevent illness.	4.2 Food Safety 4.2 Healthy Living Tip (food and nutrition) Figure 4.4 Food can become contaminated anywhere along the food chain. Figure 4.5 Four steps to food safety. Table 4.1 Common Foodborne Illnesses
Standard: Social, Emotional, and Mental Health (SEM)	**Where Taught**
6.SEM.1 ***TSEL Practice 1B*** Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.	7.1 Stress and Health 7.1 What Is Stress? 7.1 Types of Stressors Figure 7.2 The fight-or-flight response
6.SEM.2 Demonstrate how to access credible mental health information and services in the community, including the Suicide & Crisis Lifeline 988.	7.3 Healthy Living Skills: Accessing Information (mental health) 7.3 Understanding Self-Harm 7.3 Suicide and Suicide Prevention
6.SEM.3 Describe how sharing information about self and others online can impact social, emotional, and mental health.	7.2 Social Stigma and Mental Disorders 7.2 Skill-Building Challenge: Healthy Communication (mental health) 8.1 Communicating Through Text Messages and Social Media 9.3 Cyberbullying RSH Foundational: Relationships and Communication Skills: Communicating Through Text Messages and Social Media

6.SEM.4 Describe how prejudice, discrimination, and bias can impact mental health, violence, and traumatic stress.	4.4 Weight Prejudice Figure 7.7 Use STOP to help you recognize stigma and avoid applying it. (mental health) 9.1 Prejudice, Bias, and Intolerance RSH Comprehensive: Dating Relationships: Diversity Matters: Public Schools and Sexual Orientation Discrimination RSH Comprehensive: Teens and Identity Exploration: Using Inclusive Language
6.SEM.5 Locate and summarize laws and policies to protect student mental health, including excused absences.	8.1 Healthy Living Skills: Promoting Good Health (healthy relationships) RSH Comprehensive: Teens and Identity Exploration: Healthy Living Skills: Advocating for Good Health
Standard: Healthy Relationships and Violence/Abuse Prevention (HRVP)	**Where Taught**
6.HVRP.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.	1.1 Diversity Matters: Living With a Disability 2.3 Social Norms and Listening Behaviors 3.2 Diversity Matters: Religion and Food Discrimination 6.1 Developing Empathy 6.1 Skill-Building Challenge: Expressing and Communicating Empathy RSH Comprehensive: Teens and Identity Exploration, Sources of Support RSH Comprehensive: Teens and Identity Exploration, LGBTQIA+ Teens (including Healthy Living Tip and Using Inclusive Language) RSH Comprehensive: Teens and Identity Exploration, Resources for LGBTQIA+ Individuals, Support for LGBTQIA+ Teens RSH Comprehensive: Teens and Identity Exploration, Skill-Building Challenge: Analyzing Influences

	7.2 Diversity Matters: Ryan's Challenge 8.2 Social Norms 8.4 Diversity Matters: Public Schools and Sexual Orientation Discrimination 10.3 Diversity Matters: Influence of Culture 8.4 Dating Relationships: Diversity Matters: Public Schools and Sexual Orientation Discrimination RSH Comprehensive: Dating Relationships: Diversity Matters: Public Schools and Sexual Orientation Discrimination
6.HVRP.2 Discuss how family, media, social media, society, culture, and personal identities can influence attitudes, beliefs, and expectations about relationships and physical affection.	8.4 Influences on Dating Relationships RSH Comprehensive: Dating Relationships: Family Influences on Dating Relationships RSH Foundational: Dating Relationships: Family Influences on Dating Relationships RSH Comprehensive: Healthy Living Skills: Analyzing Influences RSH Comprehensive: Sexual Activity and Affirmative Consent: Influences on Teen Sexual Activity
6.HVRP.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.	9.3 Responding to Bullying 9.3 Responding to Cyberbullying RSH Comprehensive: Teens and Identity Exploration, Sources of Support RSH Comprehensive: Teens and Identity Exploration, Resources for LGBTQIA+ Individuals, Support for LGBTQIA+ Teens RSH Comprehensive: Dating Relationships: Diversity Matters: Public Schools and Sexual Orientation Discrimination 8.4 Diversity Matters: Public Schools and Sexual Orientation Discrimination

6.HVRP.4 Describe personal feelings when boundaries, consent, and privacy needs are not respected.	8.4 Dating Relationships: Intimacy and Boundaries 9.4 Setting Personal Boundaries RSH Comprehensive: Dating Relationships: Intimacy and Boundaries RSH Foundational: Abstinence: Dating Relationships: Intimacy and Boundaries RSH Foundational: Dating Relationships: Intimacy and Boundaries RSH Comprehensive: Dating Relationships: Refusal Skills RSH Foundational: Dating Relationships: Refusal Skills
6.HVRP.5 Practice communication skills to build healthy relationships and manage conflict.	Figure 7.7 Use STOP to help you recognize stigma and avoid applying it. 8.4 Characteristics of a Healthy Dating Relationship 9.1 Skill-Building Challenge: Communicating Respect for Others 9.2 Managing Conflict Figure 9.6 Steps to conflict resolution RSH Comprehensive: Dating Relationships: Healthy Dating Relationships RSH Foundational: Relationships and Communication Skills: Figure 1 Healthy relationship characteristics RSH Foundational: Relationships and Communication Skills: Healthy Relationships

6.HVRP.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.	9.3 Responding to Bullying 9.3 Responding to Cyberbullying Table 9.1 Signs and Symptoms of Child Abuse Figure 9.12 Signs in victims of human trafficking. 9.4 Protect Yourself From Human Trafficking 9.4 Breaking the Cycle of Abuse
6.HVRP.7 Demonstrate strategies to use technology and social media safely, legally, and respectfully.	Lesson 13.3 Safety Online 13.3 Social Media Sharing 13.3 Skill-Building Challenge: Keeping Myself Safe on Social Media 13.3 Internet Safety Figure 13.6 Tips for creating a strong password.
6.HVRP.8 Create an advocacy message that describes the role of upstanders in preventing or stopping bullying and cyberbullying.	9.3 Responding to Bullying 9.3 Responding to Cyberbullying 9.4 Breaking the Cycle of Abuse 9.3 Take It Home Teacher's Guide: Add-on lesson for chapter 9, Bystander Effect
6.HVRP.9 Define child sexual abuse, sexual assault, sexual exploitation, and gender-based violence and analyze potential impacts on physical, social, emotional, and mental health.	9.4 Understanding Abuse Figure 9.1 Categories of violent behaviors 9.4 Child Abuse and Neglect Figure 9.11 Consequences of child abuse and neglect 9.4 Coercive Relationships 9.4 Sexual Assault 7.2 Causes of Mental Disorders

6. HVRP.10 Recognize some of the ways in which norms and laws around gender and sexual orientation have changed over time.	8.4 Diversity Matters: Public Schools and Sexual Orientation Discrimination RSH Comprehensive: Dating Relationships: Diversity Matters: Public Schools and Sexual Orientation Discrimination RSH Comprehensive: Teens and Identity Exploration: Healthy Living Skills: Advocating for Good Health RSH Comprehensive: Teens and Identity Exploration: LGBTQIA+ Legal Rights
Standard: Growth and Development (GD)	**Where Taught**
6.GD.1 Describe how to show respect for one's own physical appearance and the appearance of others and how it impacts self-esteem.	RSH Foundational: Adolescence and Puberty: Emotional Changes in Adolescence 4.4 What is Body Image? 4.4 Negative Body Image and Health 4.4 Improving Your Body Image 6.2 Self-Esteem 6.2 Skill-Building Challenge: Self-Esteem and Decision Making 6.2 Self-Esteem and Self-Confidence Boosters and Busters Figure 6.6 Words that start with self describe how we feel about ourselves. Figure 6.7 Self-esteem comes from being yourself and believing in yourself

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.	RSH Comprehensive: Reproductive System in People With Ovaries: External Reproductive Anatomy in People With Ovaries RSH Comprehensive: Reproductive System in People With Ovaries: Internal reproductive anatomy in a person with ovaries. RSH Foundational: Female Reproductive System: External Female Reproductive Anatomy RSH Foundational: Female Reproductive System: Internal female reproductive anatomy. RSH Comprehensive: Reproductive System in People With Testicles: Reproductive Anatomy in People With Testicles RSH Comprehensive: Reproductive System in People With Testicles: Semen RSH Foundational: Male Reproductive System: Male Reproductive Anatomy RSH Foundational: Male Reproductive System: Semen
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).	6.1 Your Changing Emotions RSH Comprehensive: Reproductive System in People With Ovaries: Purpose of the Reproductive System in People With Ovaries RSH Comprehensive: Sexual Activity and Affirmative Consent: Masturbation RSH Foundational: Adolescence and Puberty: Adolescence and Change
6.GD.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.	RSH Foundational: Female Reproductive System: Figure 4 The four stages of the menstrual cycle. RSH Foundational: Female Reproductive System: Menstrual Cycle RSH Comprehensive: Reproductive System in People With Ovaries: Menstrual Cycle

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.	2.5 The Health Care System RSH Comprehensive: Reproductive System in People With Ovaries: Caring for the Reproductive System in People With Ovaries RSH Comprehensive: Reproductive System in People With Ovaries: Figure 3 During a breast self-exam squeeze the area around the nipple, and check the breast with circular up-and-down motions using the three middle fingers. RSH Comprehensive: Reproductive System in People With Testicles: Caring for the Reproductive System in People With Testicles RSH Comprehensive: Reproductive System in People With Testicles: Figure 3 During a testicular self-exam, check one testicle at a time. Make sure to check the front and back of each testicle by rolling the testicle between the thumb and fingers checking for lumps or other changes. RSH Foundational: Female Reproductive System: Caring for the Female Reproductive System RSH Foundational: Female Reproductive System: Figure 3 During a breast self-exam, squeeze the area around the nipple and check the breast with circular up-and-down motions using the three middle fingers. RSH Foundational: Male Reproductive System: Caring for the Male Reproductive System RSH Comprehensive: Reproductive System in People With Ovaries: Healthy Living Skills: Advocating for Good Health RSH Comprehensive: Reproductive System in People With Testicles: Healthy Living Skills: Advocating for Good Health
6.GD.6 Define sexual and romantic orientations including heterosexual, bisexual, lesbian, gay, queer, asexual, two-spirit, and pansexual.	8.4 Sexual Orientation RSH Comprehensive: Teens and Identity Exploration: Gender Identity and Sexual Orientation RSH Comprehensive: Dating Relationships: Sexual Orientation and Dating Relationships

6.GD.7 Recognize that there are many kinds of family structures and discuss ways in which families can change.	Lesson 8.2 Family Relationships 8.2 Changes to the Family
Standard: Sexual and Reproductive Health (SRH)	**Where Taught**
6.SRH.1 Identify examples of how culture, religion, society, technology, and media influence understanding and expressions of sexuality.	RSH Comprehensive: Healthy Living Skills: Analyzing Influences (sexual activity) RSH Comprehensive: Sexual Activity and Affirmative Consent: Influences on Teen Sexual Activity RSH Comprehensive: Sexual Activity and Affirmative Consent: Affirmative Consent
6.SRH.2 Define sexual intercourse.	RSH Comprehensive: Sexual Activity and Affirmative Consent, Influences on Teen Sexuality ("Sexual activity is the act of being sexual and may include oral, vaginal, and anal sex, masturbating alone or with a partner, kissing, rubbing bodies together, and sexting.")
6.SRH.3 Identify factors that are important in deciding whether and when to engage in romantic and sexual behaviors.	RSH Comprehensive: Healthy Living Skills: Making Healthy Decisions (sexual activity) RSH Foundational: Abstinence: Skill-Building Challenge: Choosing Abstinence 8.4 Abstinence
6.SRH.4 Identify the functions of the ovulation cycle, sperm development, and pregnancy.	RSH Foundational: Female Reproductive System: Menstrual Cycle RSH Comprehensive: Reproductive System in People With Ovaries: Menstrual Cycle RSH Foundational: Male Reproductive System: Male Reproductive Anatomy RSH Comprehensive: Reproductive System in People With Testicles: RSH Comprehensive: Conception and Pregnancy: Childbirth RSH Foundational: Conception and Pregnancy: Childbirth

6.SRH.5 Identify the benefits, risks, and effectiveness of various methods of contraception, including abstinence, the correct usage of barrier methods, and emergency contraception.	8.4 Abstinence Figure 8.8 The advantages to being abstinent far outweigh any disadvantages. RSH Comprehensive: Dating Relationships: Abstinence RSH Comprehensive: Dating Relationships: Figure 3: The advantages to being abstinent far outweigh any challenges. RSH Foundational: Dating Relationships: Abstinence RSH Foundational: Dating Relationships: Figure 3 The advantages to being abstinent far outweigh any challenges. RSH Comprehensive: Abstinence and Contraception: Contraceptive Methods: Effectiveness, Advantages, and Disadvantages RSH Comprehensive: Abstinence and Contraception: Emergency Contraception RSH Comprehensive: Abstinence and Contraception: Contraception RSH Comprehensive: Abstinence and Contraception: Contraceptive Methods: Effectiveness, Advantages, and Disadvantages
6.SRH.6 Identify the stages of pregnancy.	RSH Comprehensive: Conception and Pregnancy: Figure 2 Pregnancy is divided into three trimesters: (a) first trimester, (b) second trimester, and (c) third trimester. RSH Comprehensive: Conception and Pregnancy: Stages of Pregnancy RSH Foundational: Conception and Pregnancy: Figure 2 Pregnancy is divided into three trimesters: (a) first trimester, (b) second trimester, and (c) third trimester. RSH Foundational: Conception and Pregnancy: Stages of Pregnancy

6.SRH.7 Describe pregnancy options, including parenting, abortion, safe surrender, and adoption.	RSH Comprehensive: Conception and Pregnancy: Benefits of Finishing High School Before Becoming a Parent RSH Comprehensive: Conception and Pregnancy: Teen Pregnancy RSH Comprehensive: Conception and Pregnancy: Teens as Parents RSH Foundational: Conception and Pregnancy: Teen Pregnancy RSH Comprehensive: Conception and Pregnancy: Ending a Pregnancy RSH Comprehensive: Conception and Pregnancy: Safe Haven Laws RSH Comprehensive: Conception and Pregnancy: Adoption Options RSH Foundational: Conception and Pregnancy: Adoption Options
6.SRH.9 Demonstrate communicating with trusted adults and asking questions about comprehensive sexual and reproductive health.	RSH Comprehensive: Sexually Transmitted Diseases, Including HIV and AIDS: Skill-Building Challenge: Healthy Communication RSH Foundational: Sexually Transmitted Diseases: Skill-Building Challenge: Healthy Communication RSH Foundational: Female Reproductive System: Healthy Living Skills: Advocating for Good Health RSH Foundational: Male Reproductive System: Healthy Living Skills: Advocating for Good 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.	Chapter 2: Project-Based Learning: Finding Local Health Resources Project 14.1 State and Local Health Departments RSH Comprehensive: Teens and Identity Exploration: Healthy Living Skills: Advocating for Good Health

6.SRH.11 Discuss the importance of sexual and reproductive health care that aligns with personal needs, desires, and cultural values.	2.5 The Health Care System 2.5 Being a Health Care Consumer 2.5 Communicating Your Consumer Rights RSH Comprehensive: Reproductive System in People With Ovaries: Healthy Living Skills: Advocating for Good Health RSH Comprehensive: Reproductive System in People With Testicles: Healthy Living Skills: Advocating for Good Health