

## Tennessee Health Education Standards, Grades 6-8

The Tennessee Health Education Standards Grades 6-8 document is divided into five components: Personal Wellness (PW); Mental, Emotional, and Social Health (MESH); Safety and Prevention (SP); Human Growth and Development (HGD); and Substance Use and Abuse (SUA).

Key Ideas:

- 1) The Tennessee Health Education Standards Grades 6-8 state skills, knowledge, and behaviors students should demonstrate at each grade level.
- 2) Each component is divided into subcomponents as a means to organize similar standards.
- 3) The standards need not be taught in the order presented. The component and subcomponent numbers are only for organization and identification.
- 4) The standard is the action, knowledge, or behavior expected, e.g., 7. PW.1. Evaluate how food choices are influenced by multiple factors.

### Component: Personal Wellness Subcomponent: Nutrition

	Grade 6	Grade 7	Grade 8
<b>PW.N.1</b>	<b>6.PW.1</b> Explain the relationship between a balanced nutrition program and the essential nutrients for overall wellness.	<b>7.PW.1</b> Evaluate how food choices are influenced by multiple factors.	<b>8.PW.1</b> Describe body composition and eating disorders, and practice principles of food safety.
<b>PW.N.2</b>	<b>6.PW.2</b> Analyze tools such as <i>Dietary Guidelines</i> and <i>Food Fact Labels</i> as they relate to the planning of nutrition and fitness.	<b>7.PW.2</b> Apply dietary tools such as <i>My Plate</i> or <i>Food Fact Labels</i> to plan and employ healthy meal plans.	<b>8.PW.2</b> Apply formulas such as body mass index to demonstrate how healthy nutrition can affect body composition.
<b>PW.N.3</b>	<b>6.PW.3</b> Apply strategies to consume a variety of nutrient dense foods and beverages.	<b>7.PW.3</b> Analyze internal and external factors that affect food choices.	<b>8.PW.3</b> Analyze the relationship between nutrition, fitness, and healthy weight management for the prevention of diseases such as diabetes, obesity, cardiovascular disease, and eating disorders.

<b>Component: Personal Wellness (Continued)</b>			
<b>Subcomponent: Nutrition</b>			
	Grade 6	Grade 7	Grade 8
<b>PW.N.4</b>	<b>6.PW.4</b> Research lifelong nutrition and health-related fitness concepts to enhance quality of life.	<b>7.PW.4</b> Synthesize lifelong nutrition and health-related fitness to enhance quality of life.	<b>8.PW.4</b> Analyze lifelong nutrition and health-related fitness to enhance quality of life.
<b>PW.N.5</b>	<b>6.PW.5</b> Identify nutrition information, products, and services and their accuracy and validity on nutrition claims.	<b>7.PW.5</b> Evaluate nutrition information, products, and services and their accuracy and validity on nutrition claims.	<b>8.PW.5</b> Demonstrate the ability to access nutrition information, products, and services; determine their accuracy and validity on nutrition claims.
<b>Component: Personal Wellness</b>			
<b>Subcomponent: General Health</b>			
	Grade 6	Grade 7	Grade 8
<b>PW.GH.1</b>	<b>6.GH.1</b> Define the different dimensions of health (physical, mental, social, and emotional).	<b>7. GH.1</b> Describe how the physical, mental, emotional, and social dimensions of health are interrelated.	<b>8.GH.1</b> Compare and contrast choices that can impact more than one area of health (ex. Walking improves both physical and mental health and vaping causes damages to lungs and increases agitation).
<b>PW.GH.2</b>	<b>6.GH.2</b> Examine how one's surroundings influence personal health and wellbeing.	<b>7.GH.2</b> Explain the importance of accepting responsibly for one's own health choices and behaviors.	<b>8.GH.2</b> Demonstrate advocacy skills to promote healthy decisions and behaviors.
<b>PW.GH.3</b>	<b>6.GH.3</b> Identify and apply decision-making strategies to enhance all aspects of health.	<b>7.GH.3</b> Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	<b>8.GH.3</b> Differentiate between the need for individual or collaborative decision-making and identify circumstances that can support or hinder decision-making and goal setting.
<b>PW.GH.4</b>	<b>6.GH.4</b> Identify how personal goals can be affected by poor decision-making.	<b>7.GH.4</b> Describe how poor decision-making can impact person goals.	<b>8.GH.4</b> Analyze how personal health goals can vary with changing abilities, priorities, and responsibilities.
<b>PW.GH.5</b>	<b>6.GH.5</b> Determine how individuals must identify which food choices and physical activity choices lead to their own optimal health.	<b>7.GH.5</b> Identify healthy and risky approaches to optimal health and weight management.	<b>8.GH.5</b> Analyze various methods to measure person's health status.

**Component: Personal Wellness (Continued)****Subcomponent: General Health**

	Grade 6	Grade 7	Grade 8
<b>PW.GH.6</b>	<b>6.GH.6</b> Identify ways that choice affects the lives of an individual, others, and society.	<b>7.GH.6</b> Analyze how media influences impact on health behaviors.	<b>8.GH.6</b> Evaluate individual, group, and societal influences that promote positive and negative health behaviors.

**Component: Personal Wellness****Subcomponent: Personal Hygiene**

	Grade 6	Grade 7	Grade 8
<b>PW.PH.1</b>	<b>6.PH.1</b> Identify and evaluate basic personal hygiene habits.	<b>7.PH.1</b> Analyze the changes in hygiene required due to physical changes during adolescence.	<b>8.PH.1</b> Discuss the physical, emotional, and social implications of personal hygiene.
<b>PW.PH.2</b>	<b>6.PH.2</b> Identify personal hygiene practices and health/safety issues related to puberty (e.g., but not limited to, showering, use of sanitary products, deodorant, and cleaning of athletic gear).	<b>7.PH.2</b> Compare personal hygiene practices and health/safety issues related to puberty (e.g., but not limited to, showering, use of sanitary products, deodorant, and cleaning of athletic gear).	<b>8.PH.2</b> Differentiate personal hygiene practices and health/safety issues related to puberty (e.g., but not limited to, showering, use of sanitary products, deodorant, and cleaning of athletic gear).

**Component: Personal Wellness****Subcomponent: Physical Activity and Fitness**

	Grade 6	Grade 7	Grade 8
<b>PW.PAF.1</b>	<b>6.PAF.1</b> Identify the importance of participation in the recommended one hour of daily physical activity.	<b>7.PAF.1</b> Describe the importance of participation in the recommended one hour of daily physical activity.	<b>8.PAF.1</b> Determine the benefits of exercise during all stages of life for improved physical fitness.
<b>PW.PAF.2</b>	<b>6.PAF.2</b> Explain the benefits of exercise for improved social, mental, and physical health.	<b>7.PAF.2</b> Describe how physical activity relates to stress management and inoculation, socialization, and mental acuity.	<b>8.PAF.2</b> Research various physical activities and analyze their social, emotional, and physical benefits.
<b>PW.PAF.3</b>	<b>6.PAF.3</b> Differentiate between physical activity and exercise; health-related and skill-related fitness.	<b>7.PAF.3</b> Analyze the influence of television, computer, phone, and video games on physical activity.	<b>8.PAF.3</b> Assess personal barriers to being physically active and develop practical solutions to remove said barriers.

<b>Component: Personal Wellness Continued)</b>			
<b>Subcomponent: Physical Activity and Fitness</b>			
	Grade 6	Grade 7	Grade 8
<b>PW.PAF.4</b>	<b>6.PAF.4</b> Identify recreational activities that increased physical activity.	<b>7.PAF.4</b> Describe moderately intense physical activities that are personally enjoyable and can be enjoyed for a lifetime.	<b>8.PAF.4</b> Research local physical activity opportunities in the community such as local parks, trails, recreation centers, and gyms.
<b>Component: Personal Wellness</b>			
<b>Subcomponent: Disease Prevention</b>			
	Grade 6	Grade 7	Grade 8
<b>PW.DP.1</b>	<b>6.DP.1</b> Identify communicable diseases, their symptoms, and how they are spread. Identify prevention techniques and treatment.	<b>7.DP.1</b> Describe means of communicable disease prevention (e.g., universal precautions, vaccinations, hand washing).	<b>8.DP.1</b> Identify the relationship between participation in risky behaviors and contracting a communicable disease.
<b>PW.DP.2</b>	<b>6.DP.2</b> Identify common non-communicable diseases, their symptoms, and how they are prevented and treated.	<b>7.DP.2</b> Describe means of non-communicable disease prevention (e.g., sun safety, proper nutrition, and exercise).	<b>8.DP.2</b> Identify the relationship between participation in risky behaviors and contracting a non-communicable disease.
<b>PW.DP.3</b>	<b>6.DP.3</b> Describe major chronic diseases and their relationship to nutrition, physical activity, genetics, and risky health choices and resources for preventative health care.	<b>7.DP.3</b> Examine and differentiate the validity of health information, products, and services for disease prevention and health promotion.	<b>8.DP.3</b> Research organizations that work in chronic disease health information such as American Diabetes Association and American Heart Association, etc.
<b>PW.DP.4</b>	<b>6.DP.4</b> Describe how environment and lifestyle impact health.	<b>7.DP.4</b> Demonstrate through varying mediums how health can be impacted by individual choices.	<b>8.DP.4</b> Analyze how global and environmental policies and situations affect local health.
<b>Component: Safety and Prevention</b>			
<b>Subcomponent: First Aid</b>			
	Grade 6	Grade 7	Grade 8
<b>SP.FA.1</b>	<b>6.FA.1</b> Identify different emergencies and appropriate actions (ex. Cardiac arrest/CPR/AED).	<b>7.FA.1</b> Demonstrate appropriate actions in emergency situations (ex. Hands only CPR, Heimlich).	<b>8.FA.1</b> Demonstrate emergency techniques to respond to varying emergency situations that may occur at school, home, and in the community.

<b>Component: Safety and Prevention (Continued)</b>			
<b>Subcomponent: First Aid</b>			
	Grade 6	Grade 7	Grade 8
<b>SP.FA.2</b>	<b>6.FA.2</b> Identify appropriate resources available during emergency situations.	<b>7.FA.2</b> Explain how witnesses and bystanders can help in emergency situations.	<b>8.FA.2</b> Develop strategies to increase community knowledge of how to respond in different emergency situations.
<b>Component: Safety and Prevention</b>			
<b>Subcomponent: Prevention</b>			
	Grade 6	Grade 7	Grade 8
<b>SP.P.1</b>	<b>6.P.1</b> Identify basic refusal skills and demonstrate the ability to use them.	<b>7.P.1</b> Describe techniques used to de-escalate a threatening situation.	<b>8.P.1</b> Demonstrate de-escalation techniques used in threatening situations.
<b>SP.P.2</b>	<b>6.P.2</b> Identify laws and rules intended to prevent injuries.	<b>7.P.2</b> Apply a decision-making process for avoiding dangerous situations.	<b>8.P.2</b> Develop strategies to remain unharmed when confronted with dangerous situations at home, school, and in the community.
<b>SP.P.3</b>	<b>6.P.3</b> Compare ways to reduce and/or prevent injuries related to vehicles, bikes, and pedestrians etc.	<b>7.P.3</b> Describe how the presence of certain elements increases or decreases the risk of injury (seat belt decreases, distracted driving increases).	<b>8.P.3</b> Summarize actions to take to protect oneself against risks to injuries related to vehicles, bikes, and pedestrian etc.
<b>SP.P.4</b>	<b>6.P.4</b> Explain the risks of possessing a weapon at home, school, and in the community and the importance of immediately reporting if a peer is possessing a weapon.	<b>7.P.4</b> Research escape strategies for situations in which weapons or other dangerous objects are present.	<b>8.P.4</b> Demonstrate escape for situations in which weapons or other dangerous objects are present.
<b>SP.P.5</b>	<b>6.P.5</b> Identify resources for preventative healthcare.	<b>7.P.5</b> Develop a systematic approach for reporting factors (heredity, lifestyle, and environmental) that positively or negatively impact an individual's health.	<b>8.P.5</b> Analyze the validity of health information, products, and services.
<b>SP.P.6</b>	<b>6.P.6</b> Compare ways to reduce and/or prevent injuries related to vehicles, bikes, and pedestrians etc.	<b>7.P.6</b> Describe how the presence of certain elements increases or decreases the risk of injury (seat belt decreases, distracted driving increase).	<b>8.P.6</b> Summarize actions to take to protect oneself against risks to injuries related to vehicles, bikes, and pedestrians etc.

<b>Component: Safety and Prevention</b>			
<b>Subcomponent: Technology Safety</b>			
	Grade 6	Grade 7	Grade 8
<b>SP.TS.1</b>	<b>6.TS.1</b> Identify trustworthy resources for health-related information (e.g., CDC, WHO).	<b>7.TS.1</b> Access accurate health-related information.	<b>8.TS.1</b> Compare, and contrast health information gathered from various sources.
<b>SP.TS.1</b>	<b>6.TS.2</b> Describe how to report bullying, threatening situations, or inappropriate content related to social media.	<b>7.TS.2</b> Research the safe uses of social media and identify possible negative consequences of improper uses.	<b>8.TS.2</b> Analyze the possible legal consequences of improper social media usage.
<b>SP.TS.3</b>	<b>6.TS.3</b> Explain the harmful effects of improper use of media, messages, and images.	<b>7.TS.3</b> Describe technology/social media safety and etiquette and how to apply those strategies.	<b>8.TS.3</b> Summarize ways to avoid being a victim or perpetrator of abuse via digital media (including social media, apps, texting, and cell phones).
<b>SP.TS.4</b>	<b>6.TS.4</b> Describe the harmful effects on one's physical and mental health (eye strain, headaches, neck pain, low self-esteem, withdrawing, etc.).	<b>7.TS.4</b> Identify symptoms of dependency and addiction to technology (video games, phones, social media, etc.) and the impact on oneself and others.	<b>8.TS.4</b> Practice skills to reduce one's technology use or dependency ("un-plug").
<b>SP.TS.5</b>	<b>6.TS.5</b> Identify how media influences mental, emotional, and social health; personal values attitudes, beliefs, and health behaviors.	<b>7.TS.5</b> Evaluate how media influences mental, emotional, and social health; personal values attitudes, beliefs, and health behaviors.	<b>8.TS.5</b> Explain how technology can influence healthy and unhealthy behaviors.
<b>Component: Safety and Prevention</b>			
<b>Subcomponent: Vehicle Occupant Safety</b>			
	Grade 6	Grade 7	Grade 8
<b>SP.VOS.1</b>	<b>6.VOS.1</b> Discuss the importance of using seat belts while being a passenger to protect from injury or death.	<b>7.VOS.1</b> Demonstrate best practice while occupying a vehicle (e.g., distracted driving, impaired driving, seat belt safety, appropriate seating arrangement, and pedestrians).	<b>8.VOS.1</b> Identify best practice occupant safety in public transportation, rideshare and personal vehicles.
<b>Component: Safety and Prevention</b>			
<b>Subcomponent: Water Safety</b>			
	Grade 6	Grade 7	Grade 8
<b>SP.VOS.2</b>	<b>6.VOS.2</b> Identify the five basic skills that could save a life in the water and how to avoid common dangers in water.	<b>7.VOS.2</b> Explain ways to reduce the risk of injuries in and around water.	<b>8.VOS.2</b> Demonstrate knowledge of when it is appropriate to wear life jackets when in, on, and around water and what to do in a water emergency.

<b>Component: Human Growth &amp; Development</b>			
<b>Subcomponent: Anatomy &amp; Physiology</b>			
	Grade 6	Grade 7	Grade 8
<b>HGD.AP.1</b>	<b>6.AP.1</b> Describe and explain the basic body systems and their functions.	<b>7.AP.1</b> Analyze and explain the impact of personal health behaviors on the functioning of the human body.	<b>8.AP.1</b> Describe how personal choice impacts bodily systems. (e.g., risky behaviors).
<b>HGD.AP.2</b>	<b>6.AP.2</b> Summarize the human reproduction cycle.	<b>7.AP.2</b> Describe the human cycle of reproduction, birth, growth, aging, and death.	<b>8.AP.2</b> Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.
<b>Component: Human Growth &amp; Development</b>			
<b>Subcomponent: Puberty &amp; Adolescent Development</b>			
	Grade 6	Grade 7	Grade 8
<b>HGD.PA.1</b>	<b>6.PA.1</b> Explain that puberty and physical development can vary among individuals.	<b>7.PA.1</b> Discuss how changes during puberty affect thoughts, emotions, and behaviors.	<b>8.PA.1</b> Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
<b>HGD.PA.2</b>	<b>6.PA.2</b> Understand the changes that occur during puberty and adolescence (e.g., growth spurts, peer influence, self-confidence, mood swings).	<b>7.PA.2</b> Describe and demonstrate understanding of the development characteristics of adolescence, including physical and emotional changes.	<b>8.PA.2</b> Identify the physical, social, and emotional changes that occur during puberty (e.g., menstrual cycle, reproductive system, conception).
<b>HGD.PA.3</b>	<b>6.PA.3</b> Identify parents or other trusted adults to whom you can ask questions about puberty and adolescent health issues.	<b>7.PA.3</b> Differentiate between reliable and unreliable sources of information regarding human growth and development.	<b>8.PA.3</b> Demonstrate behaviors that promote healthy growth and development during puberty.
<b>Component: Human Growth &amp; Development</b>			
<b>Subcomponent: Pregnancy &amp; Reproduction</b>			
	Grade 6	Grade 7	Grade 8
<b>HGD.PR.1</b>	<b>6.PR.1</b> Define teen pregnancy and distinguish between myths and facts.	<b>7.PR.1</b> Compare and contrast the effects of teen pregnancy on personal health.	<b>8.PR.1</b> Describe the social, emotional, and economic impact associated with teen parenting (e.g., perspective of the teen mother, teen father, parents of the teens).
<b>HGD.PR.2</b>	<b>6.PR.2</b> Identify how the media influences risk behavior related to teen pregnancy.	<b>7.PR.2</b> Describe how puberty prepares the human body to reproduce.	<b>8.PR.2</b> Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting.

<b>Component: Human Growth &amp; Development</b>			
<b>Subcomponent: Pregnancy &amp; Reproduction</b>			
	Grade 6	Grade 7	Grade 8
<b>HGD.PR.3</b>	<b>6.PR.3</b> Identify the difference between abstinence and risk behaviors and why abstinence is the responsible and preferred choice for adolescence.	<b>7.PR.3</b> Identify the positive benefits of abstinence from sexual activity outside of marriage.	<b>8.PR.3</b> Identify reasons for abstaining from sexual activity (e.g., unplanned pregnancy, infection, infertility, and lifelong illnesses).
<b>HGD.PR.4</b>	<b>6.PR.4</b> Define sexual abstinence as it relates to pregnancy prevention.	<b>7.PR.4</b> Use effective verbal and nonverbal communication skills to convey feelings and goals regarding pregnancy.	<b>8.PR.4</b> Identify medically accurate resources about pregnancy prevention and reproductive health care.
<b>HGD.PR.5</b>	<b>6.PR.5</b> Explain how self-esteem affects decision-making related to pregnancy prevention.	<b>7.PR.5</b> Identify a trusted adult to discuss making good choices when it comes to preventing pregnancy.	<b>8.PR.5</b> Identify risks of becoming a teen parent.
<b>Component: Human Growth &amp; Development</b>			
<b>Subcomponent: Relationships</b>			
	Grade 6	Grade 7	Grade 8
<b>HGD.R.7</b>	<b>6.R.7</b> Identify and explain the types of child abuse (physical, emotional, neglect, and sexual abuse, including human trafficking), including abuse that may occur in the home.	<b>7.R.7</b> Identify signs and symptoms of child abuse and sexual abuse, including human trafficking and abuse that may occur in the home.	<b>8.R.7</b> Examine useful strategies for the prevention and reporting of child abuse and sexual abuse, including human trafficking and abuse that may occur in the home.
<b>Component: Human Growth &amp; Development</b>			
<b>Subcomponent: Sexually Transmitted Infections/HIV</b>			
	Grade 6	Grade 7	Grade 8
<b>HGD.STI.1</b>	<b>6.STI.1</b> Identify and define common sexually transmitted infection (STI) pathogens.	<b>7.STI.1</b> Describe ways diseases are spread and prevented.	<b>8.STI.1</b> Analyze ways pathogens and diseases are spread, prevented, and managed.
<b>HGD.STI.2</b>	<b>6.STI.2</b> Compare and contrast communicable and non-communicable diseases.	<b>7.STI.2</b> Analyze the immune system in terms of the organs, functions, and their connection to HIV/STIs.	<b>8.STI.2</b> Research strategies to develop and maintain reproductive and sexual health (including HIV, HPV, and common STIs).
<b>HGD.STI.2</b>	<b>6.STI.3</b> Define human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).	<b>7.STI.3</b> Identify modes (age appropriate) of HIV transmission, as well as ways to prevent transmission.	<b>8.STI.3</b> Compare and contrast behaviors, including abstinence, to determine potential risk of STI/HIV transmission.
<b>HGD.STI.4</b>	<b>6.STI.4</b> Distinguish between safe and risky behavior as related to disease prevention.	<b>7.STI.4</b> Describe risky behaviors and situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STIs.	<b>8.STI.4</b> Describe ways people can protect themselves against serious blood borne communicable diseases.



**Component: Substance Use & Abuse****Subcomponent: Core Concepts**

	Grade 6	Grade 7	Grade 8
<b>SUA.CC.1</b>	<b>6.CC.1</b> Describe appropriate and inappropriate use of medications and substances.	<b>7.CC.1</b> Compare differences between legal and illegal prescription drug use and consequences.	<b>8.CC.1</b> Demonstrate and analyze positive alternatives to the use of alcohol, vaping, tobacco, and other drugs.
<b>SUA.CC.2</b>	<b>6.CC.2</b> Explain school policies and Tennessee laws related to the sale and use of substances such as vapes, tobacco, alcohol, and other substances.	<b>7.CC.2</b> Analyze data that supports most middle schoolers are not using substances.	<b>8.CC.2</b> Evaluate why making a commitment to be substance (alcohol, vaping, tobacco, drugs) free is beneficial to one's physical and mental health.
<b>SUA.CC.3</b>	<b>6.CC.3</b> Identify influences that pressure people to use alcohol, vapes, tobacco, or other drugs, including but not limited to interpersonal relationships, advertising, and social media.	<b>7.CC.3</b> Demonstrate knowledge of positive and negative influences on substance use.	<b>8.CC.3</b> Analyze family, peer, social, and media influences on tobacco, vaping, alcohol, and other drugs.
<b>SUA.CC.4</b>	<b>6.CC.4</b> Identify harmful effects of vaping on the body and environment.	<b>7.CC.4</b> Research strategies companies use to target youth and influence their usage of vaping.	<b>8.CC.4</b> Distinguish between myths and facts regarding vaping. (i.e., not just water vapor, "nicotine free" vapes, etc.).
<b>SAU.EA.1</b>	<b>6.EA.1</b> Explain the short- and long-term effects of substance use on an individual's eleven body systems, including cosmetic consequences.	<b>6.EA.1</b> Evaluate short- and long-term effects of substance use on an individual's eleven body systems, including cosmetic consequences.	<b>8.EA.1</b> Analyze how impaired judgement and other effects of substance use impacts personal safety, relationships with friends and family, and current and future success.
<b>SAU.EA.2</b>	<b>6.EA.2</b> Identify the benefits of remaining substance use free (including vapes).	<b>7.EA.2</b> Articulate the benefits of remaining substance use free (including vapes).	<b>8.EA.2</b> Analyze the benefits of remaining substance use free (including vapes).
<b>SAU.EA.3</b>	<b>6.EA.3</b> Define addiction and signs and symptoms.	<b>7.EA.3</b> Explain how addiction negatively impacts physical and mental health in short- and long-term time frames.	<b>8.EA.3</b> Evaluate the impact of addiction on individuals, families, and communities including physical, emotional, and economic costs.
<b>SAU.EA.4</b>	<b>6.EA.4</b> Describe how the misuse of prescription medicines can progress to addiction to other harmful substances.	<b>7.EA.4</b> Explain the similarity between underage alcohol consumption and/or the use of tobacco, vapes, and other drugs with addiction to opioids.	<b>8.EA.4</b> Explain experimental use and misuse of opioids such as painkiller. Explain the connection to addiction and use of substances such as heroin.

<b>Component: Substance Use &amp; Abuse</b>			
<b>Subcomponent: Refusal &amp; Risk Reduction</b>			
	Grade 6	Grade 7	Grade 8
<b>SAU.RR.1</b>	<b>6.RR.1</b> Identify assertive refusal skills and strategies when confronted with peer pressure to use substance that pose a health risk.	<b>7.RR.1</b> Demonstrate verbal and nonverbal assertive ways to refuse substances that pose a health risk.	<b>8.RR.1</b> Apply effective communication strategies to avoid the potential to become addicted to harmful substances and corresponding negative consequences.
<b>SAU.RR.2</b>	<b>6.RR.2</b> Recognizing behaviors that may indicate alcohol or drug impairment and/or overdoses.	<b>7.RR.2</b> Distinguish ways to keep oneself safe if around another individual under the influence or overdosing (seek trusted adult, be aware of potential Fentanyl exposures).	<b>8.RR.2</b> Describe effective ways to avoid riding in a vehicle with someone driving under the influence of alcohol or other drugs.
<b>Component: Substance Use &amp; Abuse</b>			
<b>Subcomponent: Community Resources and Substance Use Recovery</b>			
	Grade 6	Grade 7	Grade 8
<b>SAU.CRR.1</b>	<b>6.CRR.1</b> Identify and describe local valid community resources that provide care or assistance to people with substance abuse issues.	<b>7.CRR.1</b> Compile valid resources regarding knowledge and information related to drug use and abuse.	<b>8.CRR.1</b> Develop strategies for informing the public of the dangers associated with substance abuse.
<b>Component: Mental, Emotional, Social Health</b>			
<b>Subcomponent: Mental Health</b>			
	Grade 6	Grade 7	Grade 8
<b>MESH.MH.1</b>	<b>6.MH.1</b> Explain the importance of healthy self-esteem and positive body image.	<b>7.MH.1</b> Attribute a positive body image to a healthy self-esteem and the avoidance of risky health behaviors.	<b>8.MH.1</b> Practice activities that promote good self-esteem and positive body image.
<b>MESH.MH.2</b>	<b>6.MH.2</b> Identify ways to be mentally healthy.	<b>7.MH.2</b> Compare and contrast characteristics of mentally healthy vs. mentally unhealthy.	<b>8.MH.2</b> Demonstrate healthy ways to maintain good mental health (walking, breathing exercises, good nutrition, sleep).
<b>MESH.MH.3</b>	<b>6.MH.3</b> Define stigma, examples of it and how to reduce it.	<b>7.MH.3</b> Explain why getting help for mental, emotional, social health is appropriate and necessary.	<b>8.MH.3</b> Discuss when and how to get help with mental, emotional, social health and identify school and community resources.
<b>MESH.MH.4</b>	<b>6.MH.4</b> Identify signs and symptoms of common mental health conditions including suicidal ideations.	<b>7.MH.4</b> Explore common mental health conditions and internal and external in-fluences (i.e., genetics, brain chemistry, social media, etc.).	<b>8.MH.4</b> Describe common mental health conditions, signs and symptoms, and the importance of seeking help.
<b>MESH.MH.5</b>	<b>6.MH.5</b> Identify signs and symptoms, causes, triggers, and health effects of stress, loss, depression, and anxiety, and healthy and unhealthy coping skills.	<b>7.MH.5</b> Describe the signs and symptoms, causes, triggers, and health effects of stress, loss, depression, and anxiety, and compare healthy and unhealthy coping skills.	<b>8.MH.5</b> Create a plan of healthy coping skills to use when faced with stress, loss, depression, and anxiety.

<b>Component: Mental, Emotional, Social Health</b>			
<b>Subcomponent: Conflict Resolution</b>			
	Grade 6	Grade 7	Grade 8
<b>MESH.CR.1</b>	<b>6.CR.1</b> Identify conflict management and resolution strategies.	<b>7.CR.1</b> Explain effective conflict management and resolution strategies.	<b>8.CR.1</b> Demonstrate effective conflict management and resolution skills in hypothetical situations.
<b>MESH.CR.2</b>	<b>6.CR.2</b> Describe the importance of setting personal boundaries for privacy, safety, and expression of emotions and opinions.	<b>7.CR.2</b> Practice effective verbal and nonverbal communication skills with others.	<b>8.CR.2</b> Discuss strategies to implement when communicating with others that have differing beliefs and values.
<b>MESH.CR.3</b>	<b>6.CR.3</b> Identify refusal and negotiation skills to avoid or reduce mental, emotional, social health in hypothetical situations.	<b>7.CR.3</b> Apply refusal and negotiation skills to avoid or reduce mental, emotional, social health risks.	<b>8.CR.3</b> Utilize family, school, and community resources to avoid or reduce mental, emotional, social health risks (e.g., bullying, harassment).
<b>MESH.CR.4</b>	<b>6.CR.4</b> Identify a variety of nonviolent ways to respond when angry or upset.	<b>7.CR.4</b> Discuss the harmful effects of violent behaviors, and describe the similarities between them (e.g., bullying, hazing, fighting, verbal abuse).	<b>8.CR.4</b> Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.
<b>MESH.CR.5</b>	<b>6.CR.5</b> Identify discrimination and bias, and how it can lead to violence.	<b>7.CR.5</b> Demonstrate ways to communicate respect for diversity.	<b>8.CR.5</b> Design nonviolent solutions to conflicts based on respect for others.
<b>Component: Mental, Emotional, Social Health</b>			
<b>Subcomponent: Social Health</b>			
	Grade 6	Grade 7	Grade 8
<b>MESH.SH.1</b>	<b>6.SH.1</b> Identify family structure, roles, and responsibilities and how they may change.	<b>7.SH.1</b> Identify how culture, familial, and personal values and beliefs affect future decision.	<b>8.SH.1</b> Analyze how changed in family structure can impact personal decision making.
<b>MESH.SH.2</b>	<b>6.SH.2</b> Describe healthy and respectful ways to express friendship, attraction, and affection.	<b>7.SH.2</b> Compare and contrast the characteristics of healthy and unhealthy relationships.	<b>8.SH.2</b> Analyze the similarities and differences between friendships and romantic relationships.
<b>MESH.SH.3</b>	<b>6.SH.3</b> Identify that there are individual, family, and cultural differences in relationships.	<b>7.SH.2</b> Identify that there are individual differences in relationships such as appearance or gender roles.	<b>8.SH.2</b> Analyze how internal and external influences affect growth and development in relationships (including abuse, neglect, dysfunction) and sexual behavior.
<b>MESH.SH.4</b>	<b>6.SH.4</b> Define trauma and resiliency.	<b>7.SH.4</b> Examine adverse childhood experiences and positive childhood experiences and how to build resiliency.	<b>8.SH.4</b> Analyze the impact a positive experience can have on an individual struggling with trauma.

**Component: Mental, Emotional, Social Health****Subcomponent: Social Health**

	Grade 6	Grade 7	Grade 8
<b>MESH.SH.5</b>	<b>6.SH.5</b> Discuss the importance of getting guidance from a trusted adult when faced with a threatening situation (e.g., bullying, threats).	<b>7.SH.5</b> Identify trusted adults to report to if individuals are in danger of hurting themselves or others.	<b>8.SH.5</b> Analyze situations that may call for acts of caring among friends or require getting help from trusted adults.
<b>MESH.SH.6</b>	<b>6.SH.6</b> Identify trusted adults who can help with mental, emotional, social health problems.	<b>7.SH.6</b> Practice asking a trusted adult for help with mental, emotional, social health problems.	<b>8.SH.6</b> Create a plan to seek help for a mental, emotional, social health problem from a trusted adult for self or others.