

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

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

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

	Grade 6	Grade 7	Grade 8
PW.GH.6	6.GH.6 Identify ways that choice affects the lives of an individual, others, and society.	7.GH.6 Analyze how media influences impact on health behaviors.	8.GH.6 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
PW.PH.1	6.PH.1 Identify and evaluate basic personal hygiene habits.	7.PH.1 Analyze the changes in hygiene required due to physical changes during adolescence.	8.PH.1 Discuss the physical, emotional, and social implications of personal hygiene.
PW.PH.2	6.PH.2 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).	7.PH.2 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).	8.PH.2 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
PW.PAF.1	6.PAF.1 Identify the importance of participation in the recommended one hour of daily physical activity.	7.PAF.1 Describe the importance of participation in the recommended one hour of daily physical activity.	8.PAF.1 Determine the benefits of exercise during all stages of life for improved physical fitness.
PW.PAF.2	6.PAF.2 Explain the benefits of exercise for improved social, mental, and physical health.	7.PAF.2 Describe how physical activity relates to stress management and inoculation, socialization, and mental acuity.	8.PAF.2 Research various physical activities and analyze their social, emotional, and physical benefits.
PW.PAF.3	6.PAF.3 Differentiate between physical activity and exercise; health-related and skill-related fitness.	7.PAF.3 Analyze the influence of television, computer, phone, and video games on physical activity.	8.PAF.3 Assess personal barriers to being physically active and develop practical solutions to remove said barriers.

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

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

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

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

Component: Human Growth & Development (Continued)**Subcomponent: Pregnancy & Reproduction**

	Grade 6	Grade 7	Grade 8
HGD.PR.3	6.PR.3 Identify the difference between abstinence and risk behaviors and why abstinence is the responsible and preferred choice for adolescence.	7.PR.3 Identify the positive benefits of abstinence from sexual activity outside of marriage.	8.PR.3 Identify reasons for abstaining from sexual activity (e.g., unplanned pregnancy, infection, infertility, and lifelong illnesses).
HGD.PR.4	6.PR.4 Define sexual abstinence as it relates to pregnancy prevention.	7.PR.4 Use effective verbal and nonverbal communication skills to convey feelings and goals regarding pregnancy.	8.PR.4 Identify medically accurate resources about pregnancy prevention and reproductive health care.
HGD.PR.5	6.PR.5 Explain how self-esteem affects decision-making related to pregnancy prevention.	7.PR.5 Identify a trusted adult to discuss making good choices when it comes to preventing pregnancy.	8.PR.5 Identify risks of becoming a teen parent.

Component: Human Growth & Development**Subcomponent: Relationships**

	Grade 6	Grade 7	Grade 8
HGD.R.7	6.R.7 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.	7.R.7 Identify signs and symptoms of child abuse and sexual abuse, including human trafficking and abuse that may occur in the home.	8.R.7 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.

Component: Human Growth & Development**Subcomponent: Sexually Transmitted Infections/HIV**

	Grade 6	Grade 7	Grade 8
HGD.STI.1	6.STI.1 Identify and define common sexually transmitted infection (STI) pathogens.	7.STI.1 Describe ways diseases are spread and prevented.	8.STI.1 Analyze ways pathogens and diseases are spread, prevented, and managed.
HGD.STI.2	6.STI.2 Compare and contrast communicable and non-communicable diseases.	7.STI.2 Analyze the immune system in terms of the organs, functions, and their connection to HIV/STIs.	8.STI.2 Research strategies to develop and maintain reproductive and sexual health (including HIV, HPV, and common STIs).
HGD.STI.2	6.STI.3 Define human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).	7.STI.3 Identify modes (age appropriate) of HIV transmission, as well as ways to prevent transmission.	8.STI.3 Compare and contrast behaviors, including abstinence, to determine potential risk of STI/HIV transmission.
HGD.STI.4	6.STI.4 Distinguish between safe and risky behavior as related to disease prevention.	7.STI.4 Describe risky behaviors and situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STIs.	8.STI.4 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
SUA.CC.1	6.CC.1 Describe appropriate and inappropriate use of medications and substances.	7.CC.1 Compare differences between legal and illegal prescription drug use and consequences.	8.CC.1 Demonstrate and analyze positive alternatives to the use of alcohol, vaping, tobacco, and other drugs.
SUA.CC.2	6.CC.2 Explain school policies and Tennessee laws related to the sale and use of substances such as vapes, tobacco, alcohol, and other substances.	7.CC.2 Analyze data that supports most middle schoolers are not using substances.	8.CC.2 Evaluate why making a commitment to be substance (alcohol, vaping, tobacco, drugs) free is beneficial to one's physical and mental health.
SUA.CC.3	6.CC.3 Identify influences that pressure people to use alcohol, vapes, tobacco, or other drugs, including but not limited to interpersonal relationships, advertising, and social media.	7.CC.3 Demonstrate knowledge of positive and negative influences on substance use.	8.CC.3 Analyze family, peer, social, and media influences on tobacco, vaping, alcohol, and other drugs.
SUA.CC.4	6.CC.4 Identify harmful effects of vaping on the body and environment.	7.CC.4 Research strategies companies use to target youth and influence their usage of vaping.	8.CC.4 Distinguish between myths and facts regarding vaping. (i.e., not just water vapor, "nicotine free" vapes, etc.).
SAU.EA.1	6.EA.1 Explain the short- and long-term effects of substance use on an individual's eleven body systems, including cosmetic consequences.	6.EA.1 Evaluate short- and long-term effects of substance use on an individual's eleven body systems, including cosmetic consequences.	8.EA.1 Analyze how impaired judgement and other effects of substance use impacts personal safety, relationships with friends and family, and current and future success.
SAU.EA.2	6.EA.2 Identify the benefits of remaining substance use free (including vapes).	7.EA.2 Articulate the benefits of remaining substance use free (including vapes).	8.EA.2 Analyze the benefits of remaining substance use free (including vapes).
SAU.EA.3	6.EA.3 Define addiction and signs and symptoms.	7.EA.3 Explain how addiction negatively impacts physical and mental health in short- and long-term time frames.	8.EA.3 Evaluate the impact of addiction on individuals, families, and communities including physical, emotional, and economic costs.
SAU.EA.4	6.EA.4 Describe how the misuse of prescription medicines can progress to addiction to other harmful substances.	7.EA.4 Explain the similarity between underage alcohol consumption and/or the use of tobacco, vapes, and other drugs with addiction to opioids.	8.EA.4 Explain experimental use and misuse of opioids such as painkiller. Explain the connection to addiction and use of substances such as heroin.

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

Component: Mental, Emotional, Social Health (Continued)			
Subcomponent: Mental Health			
MESH.MH.5	6.MH.5 Identify signs and symptoms, causes, triggers, and health effects of stress, loss, depression, and anxiety, and healthy and unhealthy coping skills.	7.MH.5 Describe the signs and symptoms, causes, triggers, and health effects of stress, loss, depression, and anxiety, and compare healthy and unhealthy coping skills.	8.MH.5 Create a plan of healthy coping skills to use when faced with stress, loss, depression, and anxiety.
Component: Mental, Emotional, Social Health			
Subcomponent: Conflict Resolution			
	Grade 6	Grade 7	Grade 8
MESH.CR.1	6.CR.1 Identify conflict management and resolution strategies.	7.CR.1 Explain effective conflict management and resolution strategies.	8.CR.1 Demonstrate effective conflict management and resolution skills in hypothetical situations.
MESH.CR.2	6.CR.2 Describe the importance of setting personal boundaries for privacy, safety, and expression of emotions and opinions.	7.CR.2 Practice effective verbal and nonverbal communication skills with others.	8.CR.2 Discuss strategies to implement when communicating with others that have differing beliefs and values.
MESH.CR.3	6.CR.3 Identify refusal and negotiation skills to avoid or reduce mental, emotional, social health in hypothetical situations.	7.CR.3 Apply refusal and negotiation skills to avoid or reduce mental, emotional, social health risks.	8.CR.3 Utilize family, school, and community resources to avoid or reduce mental, emotional, social health risks (e.g., bullying, harassment).
MESH.CR.4	6.CR.4 Identify a variety of nonviolent ways to respond when angry or upset.	7.CR.4 Discuss the harmful effects of violent behaviors, and describe the similarities between them (e.g., bullying, hazing, fighting, verbal abuse).	8.CR.4 Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.
MESH.CR.5	6.CR.5 Identify discrimination and bias, and how it can lead to violence.	7.CR.5 Demonstrate ways to communicate respect for diversity.	8.CR.5 Design nonviolent solutions to conflicts based on respect for others.
Component: Mental, Emotional, Social Health			
Subcomponent: Social Health			
	Grade 6	Grade 7	Grade 8
MESH.SH.1	6.SH.1 Identify family structure, roles, and responsibilities and how they may change.	7.SH.1 Identify how culture, familial, and personal values and beliefs affect future decision.	8.SH.1 Analyze how changed in family structure can impact personal decision making.
MESH.SH.2	6.SH.2 Describe healthy and respectful ways to express friendship, attraction, and affection.	7.SH.2 Compare and contrast the characteristics of healthy and unhealthy relationships.	8.SH.2 Analyze the similarities and differences between friendships and romantic relationships.

Component: Mental, Emotional, Social Health (Continued)**Subcomponent: Social Health**

	Grade 6	Grade 7	Grade 8
MESH.SH.3	6.SH.3 Identify that there are individual, family, and cultural differences in relationships.	7.SH.2 Identify that there are individual differences in relationships such as appearance or gender roles.	8.SH.3 Analyze how internal and external influences affect growth and development in relationships (including abuse, neglect, dysfunction) and sexual behavior.
MESH.SH.4	6.SH.4 Define trauma and resiliency.	7.SH.4 Examine adverse childhood experiences and positive childhood experiences and how to build resiliency.	8.SH.4 Analyze the impact a positive experience can have on an individual struggling with trauma.
MESH.SH.5	6.SH.5 Discuss the importance of getting guidance from a trusted adult when faced with a threatening situation (e.g., bullying, threats).	7.SH.5 Identify trusted adults to report to if individuals are in danger of hurting themselves or others.	8.SH.5 Analyze situations that may call for acts of caring among friends or require getting help from trusted adults.
MESH.SH.6	6.SH.6 Identify trusted adults who can help with mental, emotional, social health problems.	7.SH.6 Practice asking a trusted adult for help with mental, emotional, social health problems.	8.SH.6 Create a plan to seek help for a mental, emotional, social health problem from a trusted adult for self or others.