

HealthSmart Alignment with Tennessee Health Education Standards Grades 6–8 (Middle School)

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.1	6.PW.1 Explain the relationship between a balanced nutrition program and the essential nutrients for overall wellness. NPA Lesson 1	7.PW.1 Evaluate how food choices are influenced by multiple factors. NPA Lesson 9	8.PW.1 Describe body composition and eating disorders, and practice principles of food safety. NPA Lesson 11 (body image) , Lesson 13 (healthy weight management) , Lesson 14 (disorders) , Lesson 8 (safety)
PW.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. NPA Lesson 3 (guidelines) , Lesson 4 (labels)	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. NPA Lesson 2 (MyPlate) , Lesson 3 (guidelines) , Lesson 4 (labels)	8.PW.2 Apply formulas such as body mass index to demonstrate how healthy nutrition can affect body composition. NPA Lesson 14

(continued)

HealthSmart Alignment with Tennessee Health Education Standards Grades 6–8 (Middle School)

Component: Personal Wellness Subcomponent: Nutrition (<i>continued</i>)			
	Grade 6	Grade 7	Grade 8
PW.3	6.PW.3 Apply strategies to consume a variety of nutrient dense foods and beverages. NPA Lesson 3, Lesson 5 (breakfast), Lesson 6 (snacks), Lesson 7 (restaurants)	7.PW.3 Analyze internal and external factors that affect food choices. NPA Lesson 9 (influences), Lesson 10 (peers)	8.PW.3 Analyze the relationship among nutrition, fitness, and healthy weight management for the prevention of diseases such as diabetes, obesity, cardiovascular disease, and eating disorders. NPA Lesson 13 (healthy weight management), Lesson 14 (disorders), Lesson 16 (activity and chronic disease)
PW.4	6.PW.4 Research lifelong nutrition and health-related fitness concepts to enhance quality of life. Could add research to goal setting lessons.	7.PW.4 Synthesize lifelong nutrition and health-related fitness to enhance quality of life. NPA Lessons 17 & 18 (goal setting)	8.PW.4 Analyze lifelong nutrition and health-related fitness to enhance quality of life. NPA Lessons 17 & 18 (goal setting)
Component: Personal Wellness Subcomponent: Personal Hygiene			
	Grade 6	Grade 7	Grade 8
PW.5	6.PW.5 Identify and evaluate basic personal hygiene habits. ABST Lesson 3 (in context of disease prevention)	7.PW.5 Analyze the changes in hygiene required due to physical changes during adolescence. ABST Lesson 9	8.PW.5 Discuss the physical, emotional, and social implications of personal hygiene. ABST Lesson 9
PW.6	6.PW.6 Identify personal hygiene practices and health/safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and cleaning of athletic gear). ABST Lesson 9	7.PW.6 Compare personal hygiene practices and health/safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and cleaning of athletic gear). ABST Lesson 9	8.PW.6 Differentiate personal hygiene practices and health/safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and cleaning of athletic gear). ABST Lesson 9

HealthSmart Alignment with Tennessee Health Education Standards Grades 6–8 (Middle School)

Component: Personal Wellness Subcomponent: Physical Activity and Fitness			
	Grade 6	Grade 7	Grade 8
PW.7	6.PW.7 Identify the importance of participation in the recommended one hour of daily physical activity. NPA Lesson 15	7.PW.7 Describe the importance of participation in the recommended one hour of daily physical activity. NPA Lesson 15	8.PW.7 Determine the benefits of exercise during all stages of life for improved physical fitness. NPA Lesson 15, Lesson 16 (expand to all life stages)
PW.8	6.PW.8 Explain the benefits of exercise for improved social, mental, and physical health. NPA Lesson 16	7.PW.8 Describe how physical activity relates to stress management and inoculation, socialization, and mental acuity. NPA Lesson 16	8.PW.8 Research various physical activities and analyze their social, emotional, and physical benefits. Could add research to Lesson 15
Component: Mental, Emotional, and Social Health Subcomponent: Core			
	Grade 6	Grade 7	Grade 8
MESH.1	6.MESH.1 Identify coping skills to deal with the health effects of stress, loss, and depression. EMH Lesson 7, Lesson 9 (grief/loss), Lessons 11 & 12 (stress)	7.MESH.1 Describe the signs, causes, and health effects of stress, loss, and depression. EMH Lesson 7, Lesson 9 (grief/loss), Lesson 10 (stress)	8.MESH.1 Describe common mental health conditions and the importance of seeking help. EMH Lesson 8
MESH.2	6.MESH.2 Describe the importance of setting personal boundaries for privacy, safety, and expression of emotions and opinions. EMH Lesson 3 (general emotional health), Lesson 4 (relationships); HIV Suppl. 1 (consent); VIP Suppl 2 (personal space)	7.MESH.2 Discuss the harmful effects of violent behaviors, and describe the similarities between them (e.g., bullying, hazing, fighting, verbal abuse). VIP Lesson 8, Lesson 10 (bullying), Lesson 12 (hazing), Lesson 14 (fights)	8.MESH.2 Identify a variety of nonviolent ways to respond when angry or upset. EMH Lesson 6; VIP Lesson 14
MESH.3	6.MESH.3 Identify internal and external influences on social, emotional, and mental health. EMH Lesson 4 (family/friends only)	7.MESH.3 Describe the influence of culture on family values and practices. ABST Lesson 12 (abstinence)	8.MESH.3 Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior. Could expanded on in VIP Lesson 14

(continued)

HealthSmart Alignment with Tennessee Health Education Standards Grades 6–8 (Middle School)

Component: Mental, Emotional, and Social Health Subcomponent: Core (continued)			
	Grade 6	Grade 7	Grade 8
MESH.4	6.MESH.4 Discuss the importance of getting guidance from a trusted adult when faced with a threatening situation. (e.g. bullying, threats) VIP Lesson 11, Lesson 16; EMH Lesson 8	7.MESH.4 Identify trusted adults to report to if individuals are in danger of hurting themselves or others. EMH Lesson 8; VIP Lesson 11, Lesson 16	8.MESH.4 Analyze situations that may call for acts of caring among friends or require getting help from trusted adults. EMH Lesson 8, Lesson 9; VIP Lesson 16
MESH.5	6.MESH.5 Identify trusted adults who can help with mental, social, and emotional health problems. EMH Lesson 7, Lesson 8	7.MESH.5 Practice asking a trusted adult for help with mental, social, or emotional health problems. EMH Lesson 8	8.MESH.5 Create a plan to seek help for a mental, social, or emotional health problem from trusted adults for self or others. Can be added to EMH Lesson 8
MESH.6	6.MESH.6 Identify discrimination, and bias and how it can lead to violence. VIP Lesson 9	7.MESH.6 Demonstrate ways to communicate respect for diversity. EMH Lesson 2 (classroom norms); HIV Lesson 3 (around sexual identity); VIP Lesson 15 (in context of conflict resolution)	8.MESH.6 Design nonviolent solutions to conflicts based on respect for others. VIP Lesson 16
MESH.7	6.MESH.7 Identify refusal and negotiation skills to avoid or reduce mental, social and emotional health risks in hypothetical situations. ABST Lesson 16 & HIV Lesson 12, Lesson 15 (sexual pressure); TAOD Lessons 16, 17, 18 (drugs); VIP Lesson 5 (dares)	7.MESH.7 Apply refusal and negotiation skills to avoid or reduce mental, social and emotional health risks. ABST Lesson 16 & HIV Lesson 12, Lesson 15 (sexual pressure); TAOD Lessons 16, 17, 18 (drugs); VIP Lesson 5 (dares)	8.MESH.7 Utilize family, school, and community resources to avoid or reduce mental, social and emotional health risks (e.g., bullying, harassment). EMH Lesson 8, Lesson 14 (around goal setting); VIP Lesson 11
MESH.8	6.MESH.8 Identify decision-making strategies to enhance all aspects of health. EMH Lesson 13; HIV Lesson 9 (sexual health); VIP Lesson 6 (safety)	7.MESH.8 Apply a goal-making process to a variety of situations that impact all aspects of health. EMH Lesson 14; NPA Lessons 17 & 18 (healthy eating/activity); ABST Lesson 17 (sexual health)	8.MESH.8 Differentiate between the need for individual or collaborative decision-making, and identify circumstances that can support or hinder decision-making and goal setting. EMH Lesson 13 (decisions), Lesson 14 (goals); HIV Lesson 9; VIP Lesson 6

(continued)

HealthSmart Alignment with Tennessee Health Education Standards Grades 6–8 (Middle School)

Component: Mental, Emotional, and Social Health Subcomponent: Core (continued)			
	Grade 6	Grade 7	Grade 8
MESH.9	6.MESH.9 Identify how personal goals can be affected by poor decision-making. ABST Lesson 17	7.MESH.9 Describe how poor decision-making can impact personal goals. ABST Lesson 17	8.MESH.9 Analyze how personal health goals can vary with changing abilities, priorities, and responsibilities. ABST Lesson 17 ; EMH Lesson 14 ; NPA Lesson 18
Component: Safety and Prevention Subcomponent: Disease Prevention			
	Grade 6	Grade 7	Grade 8
SP.1	6.SP.1 Identify communicable diseases, their symptoms, and how they are spread. Identify prevention techniques and treatment. ABST Lesson 3	7.SP.1 Describe means of communicable disease prevention (e.g., universal precautions, vaccinations). ABST Lesson 3	8.SP.1 Identify the relationship between participation in risky behaviors and contracting a communicable disease. ABST Lesson 3 (poor hygiene) ; HIV Lesson 6 (STD) , Lesson 7 (HIV)
SP.2	6.SP.2 Identify common non-communicable diseases, their symptoms, and how they are prevented and treated. ABST Lesson 3 (may need to expand)	7.SP.2 Describe means of non-communicable disease prevention (e.g., sun safety, proper nutrition, and exercise). ABST Lesson 2 (sun) , Lesson 3 (hygiene) ; NPA Lesson 16 (exercise)	8.SP.2 Identify the relationship between participation in risky behaviors and contracting a non-communicable disease. NPA Lesson 16 (inactivity)
Component: Safety and Prevention Subcomponent: First Aid			
	Grade 6	Grade 7	Grade 8
SP.3	6.SP.3 Identify different emergencies and appropriate actions. VIP Lesson 9 (school emergencies only)	7.SP.3 Demonstrate appropriate actions in emergency situations. VIP Lesson 9 (school emergencies only)	8.SP.3 Demonstrate emergency techniques to respond to varying emergency situations that may occur at school, home, and in the community. VIP Lesson 9 (school only)

(continued)

HealthSmart Alignment with Tennessee Health Education Standards Grades 6–8 (Middle School)

Component: Safety and Prevention Subcomponent: First Aid (continued)			
	Grade 6	Grade 7	Grade 8
SP.4	6.SP.4 Identify appropriate resources available during emergency situations. VIP Lesson 9 (school emergencies only)	7.SP.4 Explain how witnesses and bystanders can help in emergency situations. VIP Lesson 9 (school emergencies only)	8.SP.4 Develop strategies to increase community knowledge of how to respond in different emergency situations. VIP Lesson 9 (school emergencies only)
SP.5	6.SP.5 Identify ways that choice affects the lives of an individual, others, and society. <i>Not covered. Could add to decision-making lessons.</i>	7.SP.5 Analyze how media influences impact health behaviors. ABST Lesson 12 ; NPA Lesson 9 (food choices) , Lesson 11 (body image) ; TAOD Lesson 12 & 13 (tobacco/alcohol use) ; VIP Lesson 14 (fighting)	8.SP.5 Evaluate individual, group, and societal influences that promote positive and negative health behaviors. ABST Lesson 10, Lesson 12, Lesson 13 ; EMH Lesson 2, Lesson 4 ; HIV Lesson 4 ; NPA Lesson 9, Lesson 10, Lesson 11 ; TAOD Lesson 1, Lesson 8, Lesson 9, Lesson 10, Lesson 11 ; VIP Lesson 1, Lesson 5, Lesson 9, Lesson 10, Lesson 12, Lesson 14
Component: Safety and Prevention Subcomponent: Technology Safety			
	Grade 6	Grade 7	Grade 8
SP.6	6.SP.6 Identify trustworthy resources for health-related information (e.g., CDC, WHO). ABST Lesson 1, Lesson 4 ; HIV Lesson 10 ; NPA Lesson 1	7.SP.6 Access accurate health-related information. ABST Lesson 1 ; HIV Lesson 10 ; NPA Lesson 4 ; TAOD Lesson 5	8.SP.6 Compare and contrast health information gathered from various sources. <i>Could add to</i> ABST Lesson 1 ; HIV Lesson 10 ; NPA Lesson 4 ; TAOD Lesson 5
SP.7	6.SP.7 Describe how to report bullying, threatening situations, or inappropriate content related to social media. VIP Lesson 11 (be sure discussion includes cyberbullying)	7.SP.7 Research the safe uses of social media, and identify possible negative consequences of improper uses. <i>Not covered</i>	8.SP.7 Analyze the possible legal consequences of improper social media usage. <i>Not covered</i>

HealthSmart Alignment with Tennessee Health Education Standards Grades 6–8 (Middle School)

Component: Safety and Prevention			
Subcomponent: Prevention			
	Grade 6	Grade 7	Grade 8
SP.8	6.SP.8 Identify basic refusal skills and demonstrate the ability to use them. ABST Lesson 16 & HIV Lesson 12, Lesson 15 (sexual pressure); TAOD Lessons 16, 17, 18 (drugs); VIP Lesson 5 (dares)	7.SP.8 Describe techniques used to de-escalate a threatening situation. VIP Lessons 15 & 16	8.SP.8 Demonstrate de-escalation techniques used in threatening situations. VIP Lesson 16
	Grade 6	Grade 7	Grade 8
SP.9	6.SP.9 Identify laws and rules intended to prevent injuries. VIP Lesson 3	7.SP.9 Apply a decision-making process for avoiding dangerous situations. VIP Lesson 6	8.SP.9 Develop strategies to remain unharmed when confronted with dangerous situations at home, school, and in the community. VIP Lesson 3 (safety), Lesson 6 (decisions), Lessons 15 & 16 (conflict resolution)
SP.10	6.SP.10 Identify resources for preventative health care. ABST Lesson 9; HIV Lesson 2, Lesson 8	7.SP.10 Develop a systematic approach for reporting factors (heredity, lifestyle, and environmental) that positively or negatively impact an individual's health. ABST Lesson 3; covered in more depth in High School	8.SP.10 Analyze the validity of health information, products, and services. ABST Lesson 1, Lesson 4; HIV Lesson 10; NPA Lesson 1 (focus is mainly on information)
SP.11	6.SP.11 Describe how environment and lifestyle impact health. ABST Lesson 3	7.SP.11 Demonstrate through varying mediums how health can be impacted by individual choices. Not covered. Could add to decision-making lessons.	8.SP.11 Analyze how global and environmental policies and situations affect local health. Not covered

HealthSmart Alignment with Tennessee Health Education Standards Grades 6–8 (Middle School)

Component: Human Growth and Development Subcomponent: Anatomy and Physiology			
	Grade 6	Grade 7	Grade 8
HGD.1	6.HGD.1 Describe and explain the basic body systems and their functions. ABST Lesson 6, 7 & 8 (reproductive)	7.HGD.1 Analyze and explain the impact of personal health behaviors on the functioning of the human body. ABST Lesson 2, Lesson 3; HIV Lesson 6, Lesson 7; NPA Lesson 3, Lesson 5, Lesson 15, Lesson 16; TAOD, Lesson 2, Lesson 3, Lesson 4, Lesson 5	8.HGD.1 Describe how personal choice impact bodily systems. (e.g., risky behaviors). ABST Lesson 2, Lesson 3; HIV Lesson 6, Lesson 7; NPA Lesson 3, Lesson 5, Lesson 15, Lesson 16; TAOD, Lesson 2, Lesson 3, Lesson 4, Lesson 5
HGD.2	6.HGD.2 Summarize the human reproduction cycle. ABST Lesson 8; HIV Lesson 5	7.HGD.2 Describe the human cycle of reproduction, birth, growth, aging, and death. ABST Lesson 8; HIV Lesson 5 (reproduction only)	8.HGD.2 Analyze how internal and external influences affect growth and development, relationships, and sexual behavior. ABST Lesson 12, Lesson 13; EMH Lesson 4; HIV Lesson 4
Component: Human Growth and Development Subcomponent: Puberty and Adolescent Development			
	Grade 6	Grade 7	Grade 8
HGD.3	6.HGD.3 Explain that puberty and physical development can vary among individuals. ABST Lesson 5, Lesson 6, Lesson 7	7.HGD.3 Discuss how changes during puberty affect thoughts, emotions, and behaviors. ABST Lesson 5	8.HGD.3 Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness. HIV Lesson 3; NPA Lesson 11, Lesson 12
HGD.4	6.HGD.4 Understand the changes that occur during puberty and adolescence (e.g., growth spurts, peer influence, self-confidence, mood swings). ABST Lesson 5, Lesson 6, Lesson 7	7.HGD.4 Describe and demonstrate understanding of the development characteristics of adolescence, including physical and emotional changes. ABST Lesson 5, Lesson 6, Lesson 7	8.HGD.4 Identify the physical, social, and emotional changes that occur during puberty (e.g., menstrual cycle, reproductive system, conception). ABST Lesson 5, Lesson 6, Lesson 7; HIV Lesson 5

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HealthSmart Alignment with Tennessee Health Education Standards Grades 6–8 (Middle School)

Component: Human Growth and Development Subcomponent: Puberty and Adolescent Development (continued)			
	Grade 6	Grade 7	Grade 8
HGD.5	6.HGD.5 Identify parents or other trusted adults to whom you can ask questions about puberty and adolescent health issues. ABST Lesson 4	7.HGD.5 Differentiate between reliable and unreliable sources of information regarding human growth and development. ABST Lesson 4	8.HGD.5 Demonstrate behaviors that promote healthy growth and development during puberty. ABST Lesson 3, Lesson 9
Component: Human Growth and Development Subcomponent: Pregnancy and Reproduction			
	Grade 6	Grade 7	Grade 8
HGD.6	6.HGD.6 Define teen pregnancy. HIV Lesson 5	7.HGD.6 Compare and contrast the effects of teen pregnancy on personal health. HIV Lesson 5	8.HGD.6 Describe the social, emotional, and economic impact associated with teen parenting (e.g., perspective of the teen mother, teen father, parents of the teens). HIV Lesson 5
HGD.7	6.HGD.7 Identify how the media influences risk behavior related to teen pregnancy. Could add to HIV Lesson 5	7.HGD.7 Describe how puberty prepares the human body to reproduce. ABST Lesson 6, Lesson 7, Lesson 8	8.HGD.7 Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting. ABST Lesson 8 (conception); HIV Lesson 5; stages of pregnancy not covered
	Grade 6	Grade 7	Grade 8
HGD.8	6.HGD.8 Identify the difference between abstinence and risk behaviors and why abstinence is the responsible and preferred choice for adolescence. ABST Lesson 10, Lesson 11	7.HGD.8 Identify the positive benefits of abstinence from sexual activity outside of marriage. ABST Lesson 11	8.HGD.8 Identify reasons for abstaining from sexual activity (e.g., unplanned pregnancy, infection, infertility, and lifelong illnesses). ABST Lesson 11

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HealthSmart Alignment with Tennessee Health Education Standards Grades 6–8 (Middle School)

Component: Human Growth and Development Subcomponent: Pregnancy and Reproduction (continued)			
	Grade 6	Grade 7	Grade 8
HGD.9	6.HGD.9 Define sexual abstinence as it relates to pregnancy prevention. ABST Lesson 11 ; HIV Lesson 5	7.HGD.9 Use effective verbal and nonverbal communication skills to convey feelings and goals regarding pregnancy. ABST Lesson 17	8.HGD.9 Identify medically-accurate resources about pregnancy prevention and reproductive health care. ABST Lesson 4, Lesson 9 ; HIV Lesson 8
Component: Human Growth and Development Subcomponent: Sexually Transmitted Infections / HIV			
	Grade 6	Grade 7	Grade 8
HGD.10	6.HGD.10 Identify and define common sexually transmitted infection (STI) pathogens. HIV Lesson 6, Lesson 7	7.HGD.10 Describe ways diseases are spread and prevented. ABST Lesson 3 ; HIV Lesson 6, Lesson 7	8.HGD.10 Analyze ways pathogens and diseases are spread, prevented, and managed. ABST Lesson 3 ; HIV Lesson 6, Lesson 7
HGD.11	6.HGD.11 Compare and contrast communicable and non-communicable diseases. ABST Lesson 3	7.HGD.11 Analyze the immune system in terms of the organs, functions, and their connection to HIV/STIs. Not covered ; could add to HIV Lesson 7	8.HGD.11 Research strategies to develop and maintain reproductive and sexual health (including HIV, HPV, and common STIs). Could add to ABST Lesson 9 or HIV Lesson 8
HGD.12	6.HGD.12 Define human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS). HIV Lesson 7	7.HGD.12 Identify modes (age appropriate) of HIV transmission, as well as ways to prevent transmission. HIV Lesson 7	8.HGD.12 Compare and contrast behaviors, including abstinence, to determine potential risk of STI/HIV transmission. HIV Lesson 6, Lesson 7
HGD.13	6.HGD.13 Distinguish between safe and risky behavior as related to disease prevention. ABST Lesson 3 ; HIV Lesson 6, Lesson 7	7.HGD.13 Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STIs. ABST Lesson 14, Lesson 15 ; HIV Lesson 11	8.HGD.13 Describe ways people can protect themselves against serious blood borne communicable diseases. HIV Lesson 7 (HIV only)

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HealthSmart Alignment with Tennessee Health Education Standards Grades 6–8 (Middle School)

Component: Human Growth and Development Subcomponent: Sexually Transmitted Infections / HIV (continued)			
	Grade 6	Grade 7	Grade 8
HGD.14	6.HGD.14 Identify family structure, roles, and responsibilities and how they may change. <i>Not covered; could add to ABST Lesson 5 on puberty</i>	7.HGD.14 Identify how familial and personal values and beliefs affect future decisions. <i>ABST Lesson 12; TAOD Lesson 8, Lesson 11</i>	8.HGD.14 Analyze how changes in family structure can impact personal decision making. <i>Not covered; could add to EMH Lesson 13</i>
HGD.15	6.HGD.15 Describe healthy and respectful ways to express friendship, attraction, and affection. <i>ABST Lesson 10</i>	7.HGD.15 Compare and contrast the characteristics of healthy and unhealthy relationships. <i>EMH Lesson 4; HIV Lesson 1</i>	8.HGD.15 Analyze the similarities and difference between friendships and romantic relationships. <i>Could add to EMH Lesson 4; HIV Lesson 1</i>
HGD.16	6.HGD.16 Identify that there are individual, family, and cultural differences in relationships. <i>Could add to EMH Lesson 4; HIV Lesson 1</i>	7.HGD.16 Identify that there are individual differences in relationships, such as appearance or gender roles. <i>Could add to EMH Lesson 4; HIV Lesson 1</i>	8.HGD.16 Analyze how internal and external influences affect growth and development in relationships (including abuse, neglect, dysfunction) and sexual behavior. <i>Not covered; could add to ABST Lesson 5 on puberty or EMH Lesson 4 on relationships</i>
HGD.17	6.HGD.17 Analyze how messages from media influence relationships. <i>ABST Lesson 12; could also add to HIV Lesson 1</i>	7.HGD.17 Identify how media influences personal values, attitudes, and beliefs of relationships. <i>ABST Lesson 12; could also add to HIV Lesson 1</i>	8.HGD.17 Evaluate the influence of media on personal values, attitudes, and beliefs. <i>ABST Lesson 12</i>

HealthSmart Alignment with Tennessee Health Education Standards Grades 6–8 (Middle School)

Component: Substance Abuse and Use Subcomponent: Health Risks			
	Grade 6	Grade 7	Grade 8
SUA.1	6.SUA.1 Identify differences between legal and illegal prescription drug use. TAOD Lesson 5	7.SUA.1 Explain how addiction negatively impacts physical and mental health in short- and long-term time frames. TAOD Lesson 6, Lesson 7	8.SUA.1 Evaluate the impact of addiction on individuals, families, and communities including physical, emotional, and economic costs. TAOD Lesson 6, Lesson 7
SUA.2	6.SUA.2 Summarize the effects of alcohol, tobacco, inhalants, and prescription and nonprescription drugs on the human body. TAOD Lesson 2 (alcohol), Lesson 3 (tobacco), Lesson 4 (marijuana), Lesson 5 (medicines); inhalants not covered	7.SUA.2 Summarize the effects of alcohol, tobacco, inhalants, and prescription and nonprescription drugs on personal judgment coordination. Summarize tobacco’s relationship to cancer. TAOD Lesson 2 (alcohol), Lesson 3 (tobacco), Lesson 4 (marijuana), Lesson 5 (medicines); inhalants not covered	8.SUA.2 Explain how misusing substances including tobacco, alcohol, and drugs can negatively impact each of eleven body systems. Add specifics about required body systems to TAOD Lesson 2 (alcohol), Lesson 3 (tobacco), Lesson 4 (marijuana) as needed (Note: HealthSmart does not consider this functional knowledge for behavior change.)
SUA.3	6.SUA.3 Describe how the misuse of prescription medicines can progress to addiction to other harmful substances. Could add to TAOD Lesson 5	7.SUA.3 Explain the similarity between underage alcohol consumption and/or the use of tobacco and other drugs with addiction to opioids. Not covered	8.SUA.3 Describe effective ways to avoid riding in a vehicle with someone driving under the influence of alcohol or other drugs. VIP Lesson 2
SUA.4	6.SUA.4 Describe refusal skills and appropriate opioid usage. TAOD Lessons 15, 15, 17, 18 all cover refusal skills; add opioid-specific scenarios as needed.	7.SUA.4 Describe proper usage of over the counter opioids. Can cover in TAOD Lesson 5 on prescription and OTC drugs	8.SUA.4 Explain experimental use and misuse of opioids such as painkillers. Explain the connection to addiction and use of substances such as heroin. Could add to TAOD Lesson 6

HealthSmart Alignment with Tennessee Health Education Standards Grades 6–8 (Middle School)

Component: Substance Abuse and Use			
Subcomponent: Protective Behaviors and Risk Reduction			
	Grade 6	Grade 7	Grade 8
SUA.5	6.SUA.5 Identify influences that pressure people to abuse alcohol, tobacco, or other drugs, including but not limited to interpersonal relationships, advertising, and social media. TAOD Lesson 8	7.SUA.5 Apply effective communication strategies to avoid the potential to become addicted to harmful substances and corresponding negative consequences. TAOD Lessons 15, 15, 17, 18	8.SUA.5 Demonstrate and analyze positive alternatives to the use of alcohol, tobacco, and other drugs. TAOD Lesson 10
SUA.6	6.SUA.6 Identify assertive refusal skills when confronted with peer pressure to use substances that pose a health risk. TAOD Lessons 15, 15, 17, 18	7.SUA.6 Demonstrate assertive refusal skills when confronted with peer pressure to use substances that pose a health risk. TAOD Lessons 15, 15, 17, 18	8.SUA.6 Predict the short and long term effects of drug use on an individual's health. TAOD Lesson 2 (alcohol) , Lesson 3 (tobacco) , Lesson 4 (marijuana) , Lesson 5 (medicines)
Component: Substance Abuse and Use			
Subcomponent: Community Resources and Substance Abuse Recovery			
	Grade 6	Grade 7	Grade 8
SUA.7	6.SUA.7 Identify and describe local community resources that provide care or assistance to people with substance abuse issues. Covered in High School; could add to TAOD Lesson 6	7.SUA.7 Compile resources regarding knowledge and information related to drug use and abuse. Not covered; could add to any of the TAOD lessons on specific drugs or Lesson 6 on addiction	8.SUA.7 Develop strategies for informing the public of the dangers associated with substance abuse. TAOD Lesson 19