

## **HealthSmart Alignment with Tennessee Health Education Standards**



**Middle School  
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).

## HealthSmart Middle School Unit Key

**ABST** = Abstinence, Puberty & Personal Health

**EMH** = Emotional & Mental Health

**HIV** = HIV, STI & Pregnancy Prevention

**NPA** = Nutrition & Physical Activity

**TAOD** = Tobacco, Alcohol & Other Drug Prevention

**VIP** = Violence & Injury Prevention

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Personal Wellness						
Nutrition						
6.PW.1	Explain the relationship between a balanced nutrition program and the essential nutrients for overall wellness.				1	
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.				3 [guidelines], 4 [labels]	
6.PW.3	Apply strategies to consume a variety of nutrient dense foods and beverages.				3, 5, 6, 7	
6.PW.4	Research lifelong nutrition and health-related fitness concepts to enhance quality of life.	Could add research to goal setting in NPA – 16, 17				
Personal Hygiene						
6.PW.5	Identify and evaluate basic personal hygiene habits.	3 [in context of disease prevention], 9 [in context of puberty/sexual health]				
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).	9				

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Personal Wellness (continued)</b>						
<b>Physical Activity and Fitness</b>						
<b>6.PW.7</b> Identify the importance of participation in the recommended one hour of daily physical activity.				<b>14</b>		
<b>6.PW.8</b> Explain the benefits of exercise for improved social, mental, and physical health.				<b>15</b>		
<b>Mental, Emotional, and Social Health</b>						
<b>Core</b>						
<b>6.MESH.1</b> Identify coping skills to deal with the health effects of stress, loss, and depression.		<b>7, 9, 10, 11, 12</b>				
<b>6.MESH.2</b> Describe the importance of setting personal boundaries for privacy, safety, and expression of emotions and opinions.		<b>3, 4</b>	<b>4</b>			<b>16</b>
<b>6.MESH.3</b> Identify internal and external influences on social, emotional, and mental health.		<b>4</b> [family/friends]				
<b>6.MESH.4</b> Discuss the importance of getting guidance from a trusted adult when faced with a threatening situation. (e.g. bullying, threats).		<b>8</b>				<b>10, 15</b>
<b>6.MESH.5</b> Identify trusted adults who can help with mental, social, and emotional health problems.		<b>8</b>				
<b>6.MESH.6</b> Identify discrimination, and bias and how it can lead to violence.						<b>8</b>
<b>6.MESH.7</b> Identify refusal and negotiation skills to avoid or reduce mental, social and emotional health risks in hypothetical situations.	<b>15</b>		<b>11</b>		<b>15, 16</b>	<b>5</b>
<b>6.MESH.8</b> Identify decision-making strategies to enhance all aspects of health.		<b>14</b>	<b>9</b>			<b>6</b>
<b>6.MESH.9</b> Identify how personal goals can be affected by poor decision-making.			<b>5</b> [in context of teen parenting], <b>12</b> [in context of sexual health]			

HEALTH STANDARD		ABST	EMH	HIV	NPA	TAOD	VIP
Safety and Prevention							
Disease Prevention							
6.SP.1	Identify communicable diseases, their symptoms, and how they are spread. Identify prevention techniques and treatment.	3					
6.SP.2	Identify common non-communicable diseases, their symptoms, and how they are prevented and treated.	3					
First Aid							
6.SP.3	Identify different emergencies and appropriate actions.						7 [school emergencies]
6.SP.4	Identify appropriate resources available during emergency situations.						7 [school emergencies]
6.SP.5	Identify ways that choice affects the lives of an individual, others, and society.	Not covered; could add to decision-making lessons					
Technology Safety							
6.SP.6	Identify trustworthy resources for health-related information (e.g., CDC, WHO).	1, 4			1		
6.SP.7	Describe how to report bullying, threatening situations, or inappropriate content related to social media.		13				10
Prevention							
6.SP.8	Identify basic refusal skills and demonstrate the ability to use them.	15		11	10	15, 16	5
6.SP.9	Identify laws and rules intended to prevent injuries.						3
6.SP.10	Identify resources for preventative health care.	9		1, 8			
6.SP.11	Describe how environment and lifestyle impact health.	3					
Human Growth and Development							
Anatomy and Physiology							
6.HGD.1	Describe and explain the basic body systems and their functions.	5, 6, 8 [reproductive]					
6.HGD.2	Summarize the human reproduction cycle.	8		5			

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Human Growth and Development (continued)</b>						
<b>Puberty and Adolescent Development</b>						
<b>6.HGD.3</b> Explain that puberty and physical development can vary among individuals.	<b>5, 6, 7</b>					
<b>6.HGD.4</b> Understand the changes that occur during puberty and adolescence (e.g., growth spurts, peer influence, self-confidence, mood swings).	<b>5, 6, 7</b>					
<b>6.HGD.5</b> Identify parents or other trusted adults to whom you can ask questions about puberty and adolescent health issues.	<b>4</b>					
<b>Pregnancy and Reproduction</b>						
<b>6.HGD.6</b> Define teen pregnancy.			<b>5</b>			
<b>6.HGD.7</b> Identify how the media influences risk behavior related to teen pregnancy.			Could add to <b>5</b>			
<b>6.HGD.8</b> Identify the difference between abstinence and risk behaviors and why abstinence is the responsible and preferred choice for adolescence.	<b>10, 11</b>		<b>1</b>			
<b>6.HGD.9</b> Define sexual abstinence as it relates to pregnancy prevention.	<b>11</b>		<b>5</b>			
<b>Sexually Transmitted Infections / HIV</b>						
<b>6.HGD.10</b> Identify and define common sexually transmitted infection (STI) pathogens.			<b>6, 7</b>			
<b>6.HGD.11</b> Compare and contrast communicable and non-communicable diseases.	<b>3</b>					
<b>6.HGD.12</b> Define human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).			<b>7</b>			
<b>6.HGD.13</b> Distinguish between safe and risky behavior as related to disease prevention.	<b>3</b>		<b>6, 7</b>			
<b>6.HGD.14</b> Identify family structure, roles, and responsibilities and how they may change.	Not covered; could add to <b>ABST - 7</b> on puberty					
<b>6.HGD.15</b> Describe healthy and respectful ways to express friendship, attraction, and affection.	<b>10</b>					

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Human Growth and Development (continued)</b>						
<b>Sexually Transmitted Infections / HIV (continued)</b>						
<b>6.HGD.16</b> Identify that there are individual, family, and cultural differences in relationships.		<b>4</b>	<b>1</b>			
<b>6.HGD.17</b> Analyze how messages from media influence relationships.	<b>12</b>	<b>13</b>	<b>4</b>			
<b>Substance Abuse and Use</b>						
<b>Health Risks</b>						
<b>6.SUA.1</b> Identify differences between legal and illegal prescription drug use.					<b>5, 7</b>	
<b>6.SUA.2</b> Summarize the effects of alcohol, tobacco, inhalants, and prescription and nonprescription drugs on the human body.					<b>2</b> [alcohol], <b>3</b> [tobacco], <b>4</b> [marijuana], <b>5</b> [medicines], <b>7</b> [opioids]	
<b>6.SUA.3</b> Describe how the misuse of prescription medicines can progress to addiction to other harmful substances.					<b>7</b>	
<b>6.SUA.4</b> Describe refusal skills and appropriate opioid usage.					<b>15, 16</b> [add opioid-specific scenarios as needed]	
<b>Protective Behaviors and Risk Reduction</b>						
<b>6.SUA.5</b> Identify influences that pressure people to abuse alcohol, tobacco, or other drugs, including but not limited to interpersonal relationships, advertising, and social media.					<b>9</b>	
<b>6.SUA.6</b> Identify assertive refusal skills when confronted with peer pressure to use substances that pose a health risk.					<b>15, 16</b>	
<b>Community Resources and Substance Abuse Recovery</b>						
<b>6.SUA.7</b> Identify and describe local community resources that provide care or assistance to people with substance abuse issues.	Covered in High School; could add to <b>TAOD - 6</b>					

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Personal Wellness</b>						
<b>Nutrition</b>						
<b>7.PW.1</b> Evaluate how food choices are influenced by multiple factors.				<b>9</b>		
<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>2</b> [MyPlate], <b>3</b> [guidelines], <b>4</b> [labels]		
<b>7.PW.3</b> Analyze internal and external factors that affect food choices.				<b>9, 10</b>		
<b>7.PW.4</b> Synthesize lifelong nutrition and health-related fitness to enhance quality of life.				<b>16, 17</b>		
<b>Personal Hygiene</b>						
<b>7.PW.5</b> Analyze the changes in hygiene required due to physical changes during adolescence.				<b>9</b>		
<b>7.PW.6</b> Compare personal hygiene practices and health/safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and cleaning of athletic gear).				<b>9</b>		
<b>Physical Activity and Fitness</b>						
<b>7.PW.7</b> Describe the importance of participation in the recommended one hour of daily physical activity.				<b>14</b>		
<b>7.PW.8</b> Describe how physical activity relates to stress management and inoculation, socialization, and mental acuity.				<b>15</b>		
<b>Mental, Emotional, and Social Health</b>						
<b>Core</b>						
<b>7.MESH.1</b> Describe the signs, causes, and health effects of stress, loss, and depression.		<b>8, 10, 12</b>				
<b>7.MESH.2</b> Discuss the harmful effects of violent behaviors, and describe the similarities between them (e.g., bullying, hazing, fighting, verbal abuse).						<b>8, 9, 11, 13</b>
<b>7.MESH.3</b> Describe the influence of culture on family values and practices.	<b>12</b>					

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Mental, Emotional, and Social Health (continued)</b>						
<b>Core (continued)</b>						
<b>7.MESH.4</b> Identify trusted adults to report to if individuals are in danger of hurting themselves or others.		<b>8</b>				<b>10, 15</b>
<b>7.MESH.5</b> Practice asking a trusted adult for help with mental, social, or emotional health problems.		<b>8</b>				
<b>7.MESH.6</b> Demonstrate ways to communicate respect for diversity.		<b>2</b>	<b>2</b>			<b>14</b> (in context of conflict resolution)
<b>7.MESH.7</b> Apply refusal and negotiation skills to avoid or reduce mental, social and emotional health risks.	<b>15</b>		<b>11</b>		<b>15, 16</b>	<b>5</b>
<b>7.MESH.8</b> Apply a goal-making process to a variety of situations that impact all aspects of health.		<b>15</b>		<b>16, 17</b>		
<b>7.MESH.9</b> Describe how poor decision-making can impact personal goals.			<b>5</b> [in context of teen parenting], <b>12</b> [in context of sexual health]			
<b>Safety and Prevention</b>						
<b>Disease Prevention</b>						
<b>7.SP.1</b> Describe means of communicable disease prevention (e.g., universal precautions, vaccinations).	<b>3</b>					
<b>7.SP.2</b> Describe means of non-communicable disease prevention (e.g., sun safety, proper nutrition, and exercise).	<b>2, 3</b>			<b>15</b>		
<b>First Aid</b>						
<b>7.SP.3</b> Demonstrate appropriate actions in emergency situations.						<b>7</b> [school emergencies]
<b>7.SP.4</b> Explain how witnesses and bystanders can help in emergency situations						<b>7</b> [school emergencies]
<b>7.SP.5</b> Analyze how media influences impact health behaviors.	<b>12</b>	<b>13</b>		<b>9, 11</b>	<b>13, 14</b>	<b>13</b>

HEALTH STANDARD		ABST	EMH	HIV	NPA	TAOD	VIP
Safety and Prevention (continued)							
Technology Safety							
7.SP.6	Access accurate health-related information.	1			4	5	
7.SP.7	Research the safe uses of social media, and identify possible negative consequences of improper uses.		13				
Prevention							
7.SP.8	Describe techniques used to de-escalate a threatening situation.						14, 15
7.SP.9	Apply a decision-making process for avoiding dangerous situations.						6
7.SP.10	Develop a systematic approach for reporting factors (heredity, lifestyle, and environmental) that positively or negatively impact an individual's health.	3					
		Covered in more depth in High School					
7.SP.11	Demonstrate through varying mediums how health can be impacted by individual choices.	Not covered; could add to decision-making lessons					
Human Growth and Development							
Anatomy and Physiology							
7.HGD.1	Analyze and explain the impact of personal health behaviors on the functioning of the human body.	2, 3		6, 7	3, 5, 14, 15	2, 3, 4, 5, 7	
7.HGD.2	Describe the human cycle of reproduction, birth, growth, aging, and death.	8 [reproduction]		5 [reproduction]			
Puberty and Adolescent Development							
7.HGD.3	Discuss how changes during puberty affect thoughts, emotions, and behaviors.	7					
7.HGD.4	Describe and demonstrate understanding of the development characteristics of adolescence, including physical and emotional changes.	5, 6, 7					
7.HGD.5	Differentiate between reliable and unreliable sources of information regarding human growth and development.	4					

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Human Growth and Development (continued)</b>						
<b>Pregnancy and Reproduction</b>						
<b>7.HGD.6</b> Compare and contrast the effects of teen pregnancy on personal health.			<b>5</b>			
<b>7.HGD.7</b> Describe how puberty prepares the human body to reproduce.	<b>5, 6, 8</b>					
<b>7.HGD.8</b> Identify the positive benefits of abstinence from sexual activity outside of marriage.	<b>11</b>					
<b>7.HGD.9</b> Use effective verbal and nonverbal communication skills to convey feelings and goals regarding pregnancy.			<b>5</b>			
<b>Sexually Transmitted Infections / HIV</b>						
<b>7.HGD.10</b> Describe ways diseases are spread and prevented.	<b>3</b>		<b>6, 7</b>			
<b>7.HGD.11</b> Analyze the immune system in terms of the organs, functions, and their connection to HIV/STIs.	Not covered; could add to <b>HIV - 7</b>					
<b>7.HGD.12</b> Identify modes (age appropriate) of HIV transmission, as well as ways to prevent transmission.			<b>7</b>			
<b>7.HGD.13</b> Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STIs.	<b>15, 16</b>		<b>11</b>			
<b>7.HGD.14</b> Identify how familial and personal values and beliefs affect future decisions.	<b>12</b>				<b>9, 10</b>	
<b>7.HGD.15</b> Compare and contrast the characteristics of healthy and unhealthy relationships.		<b>4</b>	<b>4</b>			
<b>7.HGD.16</b> Identify that there are individual differences in relationships, such as appearance or gender roles.		Could add to <b>4</b>	Could add to <b>4</b>			
<b>7.HGD.17</b> Identify how media influences personal values, attitudes, and beliefs of relationships.	<b>12</b>	<b>13</b>	Could add to <b>1</b>			

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Substance Abuse and Use</b>						
<b>Health Risks</b>						
<b>7.SUA.1</b> Explain how addiction negatively impacts physical and mental health in short- and long-term time frames.					<b>6, 8</b>	
<b>7.SUA.2</b> Summarize the effects of alcohol, tobacco, inhalants, and prescription and nonprescription drugs on personal judgment coordination. Summarize tobacco's relationship to cancer.					<b>2</b> [alcohol], <b>3</b> [tobacco], <b>4</b> [marijuana], <b>5</b> [medicines], <b>7</b> [opioids]	
<b>7.SUA.3</b> Explain the similarity between underage alcohol consumption and/or the use of tobacco and other drugs with addiction to opioids.	Not covered; could add to <b>TAOD – 7</b>					
<b>7.SUA.4</b> Describe proper usage of over the counter opioids.					<b>7</b>	
<b>Protective Behaviors and Risk Reduction</b>						
<b>7.SUA.5</b> Apply effective communication strategies to avoid the potential to become addicted to harmful substances and corresponding negative consequences.					<b>15, 16</b>	
<b>7.SUA.6</b> Demonstrate assertive refusal skills when confronted with peer pressure to use substances that pose a health risk.					<b>15, 16</b>	
<b>Community Resources and Substance Abuse Recovery</b>						
<b>7.SUA.7</b> Compile resources regarding knowledge and information related to drug use and abuse.	Not covered; could add to any of the <b>TAOD</b> lessons on specific drugs or <b>6</b> on addiction					

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Personal Wellness</b>						
<b>Nutrition</b>						
<b>8.PW.1</b> Describe body composition and eating disorders, and practice principles of food safety.				<b>8</b> [safety], <b>11</b> [body image], <b>12</b> [weight management], <b>13</b> [eating disorders]		
<b>8.PW.2</b> Apply formulas such as body mass index to demonstrate how healthy nutrition can affect body composition.				<b>12</b>		
<b>8.PW.3</b> Analyze the relationship among nutrition, fitness, and healthy weight management for the prevention of diseases such as diabetes, obesity, cardiovascular disease, and eating disorders.				<b>12</b> [weight management], <b>13</b> [eating disorders], <b>15</b> [activity and chronic disease]		
<b>8.PW.4</b> Analyze lifelong nutrition and health-related fitness to enhance quality of life.				<b>16, 17</b>		
<b>Personal Hygiene</b>						
<b>8.PW.5</b> Discuss the physical, emotional, and social implications of personal hygiene.	<b>9</b>					
<b>8.PW.6</b> Differentiate personal hygiene practices and health/safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and cleaning of athletic gear).	<b>9</b>					
<b>Physical Activity and Fitness</b>						
<b>8.PW.7</b> Determine the benefits of exercise during all stages of life for improved physical fitness.				<b>14, 15</b>		
<b>8.PW.8</b> Research various physical activities and analyze their social, emotional, and physical benefits.				Could add research to <b>14</b>		
<b>Mental, Emotional, and Social Health</b>						
<b>Core</b>						
<b>8.MESH.1</b> Describe common mental health conditions and the importance of seeking help.		<b>8</b>				
<b>8.MESH.2</b> Identify a variety of nonviolent ways to respond when angry or upset.		<b>7</b>				<b>13</b>

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Mental, Emotional, and Social Health (continued)</b>						
<b>Core (continued)</b>						
<b>8.MESH.3</b> Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.						Could be expanded on in <b>13</b>
<b>8.MESH.4</b> Analyze situations that may call for acts of caring among friends or require getting help from trusted adults.		<b>8, 12</b>				<b>15</b>
<b>8.MESH.5</b> 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 <b>8</b>				
<b>8.MESH.6</b> Design nonviolent solutions to conflicts based on respect for others.						<b>15</b>
<b>8.MESH.7</b> Utilize family, school, and community resources to avoid or reduce mental, social and emotional health risks (e.g., bullying, harassment).		<b>8, 15</b>				<b>10</b>
<b>8.MESH.8</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>14, 15</b>	<b>9</b>			<b>6</b>
<b>8.MESH.9</b> Analyze how personal health goals can vary with changing abilities, priorities, and responsibilities.		<b>15</b>		<b>17</b>		
<b>Safety and Prevention</b>						
<b>Disease Prevention</b>						
<b>8.SP.1</b> Identify the relationship between participation in risky behaviors and contracting a communicable disease.	<b>3</b>		<b>6, 7</b>			
<b>8.SP.2</b> Identify the relationship between participation in risky behaviors and contracting a non-communicable disease.				<b>15</b>		
<b>First Aid</b>						
<b>8.SP.3</b> Demonstrate emergency techniques to respond to varying emergency situations that may occur at school, home, and in the community.						<b>7</b> [school emergencies]

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
Safety and Prevention (continued)						
First Aid (continued)						
8.SP.4	Develop strategies to increase community knowledge of how to respond in different emergency situations.					7 [school emergencies]
8.SP.5	Evaluate individual, group, and societal influences that promote positive and negative health behaviors.	10, 12, 13	2, 4	1	9, 10, 11	1, 9, 10, 11, 12, 1, 5, 8, 9, 11, 13
Technology Safety						
8.SP.6	Compare and contrast health information gathered from various sources.	Could add to 1			Could add to 4	Could add to 5
8.SP.7	Analyze the possible legal consequences of improper social media usage.	10 [in context of sexting]	Could be addressed in 13			
Prevention						
8.SP.8	Demonstrate de-escalation techniques used in threatening situations.					15
8.SP.9	Develop strategies to remain unharmed when confronted with dangerous situations at home, school, and in the community.					3, 6, 14, 15
8.SP.10	Analyze the validity of health information, products, and services.	1, 4			1	
8.SP.11	Analyze how global and environmental policies and situations affect local health.	Not covered				
Human Growth and Development						
Anatomy and Physiology						
8.HGD.1	Describe how personal choices impact bodily systems. (e.g., risky behaviors).	2, 3		6, 7	3, 5, 14, 15	2, 3, 4, 5, 7
8.HGD.2	Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.	12, 13	4, 13	1		

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Human Growth and Development</b>						
<b>Puberty and Adolescent Development</b>						
<b>8.HGD.3</b> Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.			<b>2</b>	<b>11, 12</b>		
<b>8.HGD.4</b> Identify the physical, social, and emotional changes that occur during puberty (e.g., menstrual cycle, reproductive system, conception).	<b>5, 6, 7</b>		<b>5</b>			
<b>8.HGD.5</b> Demonstrate behaviors that promote healthy growth and development during puberty.	<b>3, 9</b>					
<b>Pregnancy and Reproduction</b>						
<b>8.HGD.6</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>5</b>			
<b>8.HGD.7</b> Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting.	<b>8</b> [conception]		<b>5</b>			
<b>8.HGD.8</b> Identify reasons for abstaining from sexual activity (e.g., unplanned pregnancy, infection, infertility, and lifelong illnesses).	<b>11</b>					
<b>8.HGD.9</b> Identify medically accurate resources about pregnancy prevention and reproductive health care.	<b>4, 9</b>		<b>8</b>			
<b>Sexually Transmitted Infections / HIV</b>						
<b>8.HGD.10</b> Analyze ways pathogens and diseases are spread, prevented, and managed.	<b>3</b>		<b>6, 7</b>			
<b>8.HGD.11</b> Research strategies to develop and maintain reproductive and sexual health (including HIV, HPV, and common STIs).	Could add to <b>9</b>		Could add to <b>8</b>			
<b>8.HGD.12</b> Compare and contrast behaviors, including abstinence, to determine potential risk of STI/HIV transmission.			<b>6, 7</b>			
<b>8.HGD.13</b> Describe ways people can protect themselves against serious blood borne communicable diseases.			<b>7</b> [HIV]			

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Human Growth and Development</b> (continued)						
<b>Sexually Transmitted Infections / HIV</b> (continued)						
<b>8.HGD.14</b> Analyze how changes in family structure can impact personal decision making.	Not covered; could add to <b>EMH - 14</b>					
<b>8.HGD.15</b> Analyze the similarities and difference between friendships and romantic relationships.		Could add to <b>4</b>	Could add to <b>1</b>			
<b>8.HGD.16</b> Analyze how internal and external influences affect growth and development in relationships (including abuse, neglect, dysfunction) and sexual behavior.	Not covered; could add to <b>ABST - 7</b> on puberty or <b>EMH - 4</b> on relationships					
<b>8.HGD.17</b> Evaluate the influence of media on personal values, attitudes, and beliefs.	<b>12</b>	<b>13</b>				
<b>Substance Abuse and Use</b>						
<b>Health Risks</b>						
<b>8.SUA.1</b> Evaluate the impact of addiction on individuals, families, and communities including physical, emotional, and economic costs.					<b>6, 8</b>	
<b>8.SUA.2</b> Explain how misusing substances including tobacco, alcohol, and drugs can negatively impact each of eleven body systems.  (Note: HealthSmart does not consider this functional knowledge for behavior change.)					Add specifics about required body systems to <b>2</b> [alcohol], <b>3</b> [tobacco], <b>4</b> [marijuana] as needed	
<b>8.SUA.3</b> Describe effective ways to avoid riding in a vehicle with someone driving under the influence of alcohol or other drugs.						<b>2</b>
<b>8.SUA.4</b> Explain experimental use and misuse of opioids such as painkillers. Explain the connection to addiction and use of substances such as heroin.					<b>7</b>	
<b>Protective Behaviors and Risk Reduction</b>						
<b>8.SUA.5</b> Demonstrate and analyze positive alternatives to the use of alcohol, tobacco, and other drugs.					<b>11</b>	
<b>8.SUA.6</b> Predict the short- and long-term effects of drug use on an individual's health.					<b>2</b> [alcohol], <b>3</b> [tobacco], <b>4</b> [marijuana], <b>5</b> [medicines], <b>7</b> [opioids]	

HEALTH STANDARD	ABST	EMH	HIV	NPA	TAOD	VIP
<b>Substance Abuse and Use (continued)</b>						
<b>Community Resources and Substance Abuse Recovery</b>						
<b>8.SUA.7</b> Develop strategies for informing the public of the dangers associated with substance abuse.					<b>17</b>	