

## TENNESSEE HEALTH 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 1: PERSONAL WELLNESS

#### SUBCOMPONENT: NUTRITION

	Grade 6	Grade 7	Grade 8
<b>PW.1</b>	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.
<b>PW.2</b>	6.PW.2 Analyze tools such as Dietary	7.PW.2 Apply dietary tools such as My Plate or Food Fact Labels to	8.PW.2 Apply formulas such as body mass index to demonstrate

		plan and employ healthy meal plans.	how healthy nutrition can affect body composition.
<b>PW.3</b>	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.
<b>PW.4</b>	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.

### **SUBCOMPONENT: PERSONAL HYGIENE**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>PW.5</b>	6.PW.5 Identify and evaluate basic personal hygiene habits.	7.PW.5 Analyze the changes in hygiene required due to physical changes during adolescence.	8.PW.5 Discuss the physical, emotional, and social implications of personal hygiene.
<b>PW.6</b>	6.PW.6 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.PW.6 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.PW.6 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).

## SUBCOMPONENT: PHYSICAL ACTIVITY AND FITNESS

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>PW.7</b>	6.PW.7 Identify the importance of participation in the recommended one hour of daily physical activity.	7.PW.7 Describe the importance of participation in the recommended one hour of daily physical activity.	8.PW.7 Determine the benefits of exercise during all stages of life for improved physical fitness.
<b>PW.8</b>	6.PW.8 Explain the benefits of exercise for improved social, mental, and physical health.	7.PW.8 Describe how physical activity relates to stress management and inoculation, socialization, and mental acuity.	8.PW.8 Research various physical activities and analyze their social, emotional, and physical benefits.

## COMPONENT 2: MENTAL, EMOTIONAL AND SOCIAL HEALTH

### SUBCOMPONENT: CORE

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>MESH.1</b>	6.MESH.1 Identify coping skills to deal with the health effects of stress, loss, and depression.	7.MESH.1 Describe the signs, causes, and health effects of stress, loss, and depression.	8.MESH.1 Describe common mental health conditions and the importance of seeking help.
<b>MESH.2</b>	6.MESH.2 Describe the importance of setting personal boundaries for privacy, safety, and expression of emotions	7.MESH.2 Discuss the harmful effects of violent behaviors, and describe the similarities between them	8.MESH.2 Identify a variety of nonviolent ways to respond when angry or upset.

	and opinions.	(bullying, hazing, fighting, verbal abuse, etc.).	
<b>MESH.3</b>	6.MESH.3 Identify internal and external influences on social, emotional, and mental health.	7.MESH.3 Describe the influence of culture on family values and practices.	8.MESH.3 Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.
<b>MESH.4</b>	6.MESH.4 Discuss the importance of getting guidance from a trusted adult when faced with a threatening situation. (e.g. bullying, threats)	7.MESH.4 Identify trusted adults to report to if individuals are in danger of hurting themselves or others.	8.MESH.4 Analyze situations that may call for acts of caring among friends or require getting help from trusted adults.
<b>MESH.5</b>	6.MESH.5 Identify trusted adults who can help with mental, social, and emotional health problems.	7.MESH.5 Practice asking a trusted adult for help with mental, social, or emotional health problems.	8.MESH.5 Create a plan to seek help for a mental, social, or emotional health problem from trusted adults for self or others.
<b>MESH.6</b>	6.MESH.6 Identify discrimination, and bias and how it can lead to violence.	7.MESH.6 Demonstrate ways to communicate respect for diversity.	8.MESH.6 Design nonviolent solutions to conflicts based on respect for others.
<b>MESH.7</b>	6.MESH.7 Identify refusal and negotiation skills to avoid or reduce mental, social, and emotional health risks in hypothetical situations.	7.MESH.7 Apply refusal and negotiation skills to avoid or reduce mental, social, and emotional health risks.	8.MESH.7 Utilize family, school, and community resources to avoid or reduce mental, social, and emotional health risks. (e.g., bullying, harassment).
<b>MESH.8</b>	6.MESH.8 Identify decision-making strategies to enhance all aspects of health.	7.MESH.8 Apply a goal-making process to a variety of situations that impact all aspects of 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.
<b>MESH.9</b>	<b>6.MESH.9</b> Identify how personal goals can be affected by poor decision-making.	<b>7.MESH.9</b> Describe how poor decision-making can impact personal goals.	<b>8.MESH.9</b> Analyze how personal health goals can vary with changing abilities, priorities, and responsibilities.

### COMPONENT 3: SAFETY AND PREVENTION

#### SUBCOMPONENT: DISEASE PREVENTION

	Grade 6	Grade 7	Grade 8
<b>SP.1</b>	6.SP.1 Identify communicable diseases, their symptoms, and how they are spread. Identify prevention techniques and treatment.	7.SP.1 Describe means of communicable disease prevention (e.g., but not limited to, universal precautions, vaccinations).	8.SP.1 Identify the relationship between participation in risky behaviors and contracting a communicable disease.
<b>SP.2</b>	6.SP.2 Identify common non-communicable diseases, their symptoms, and how they are prevented and treated.	7.SP.2 Describe means of non-communicable disease prevention (e.g., but not limited to, sun safety, proper nutrition, and exercise).	8.SP.2 Identify the relationship between participation in risky behaviors and contracting a non-communicable disease.

#### SUBCOMPONENT: FIRST AID

	Grade 6	Grade 7	Grade 8
<b>SP.3</b>	6.SP.3 Identify different emergencies and appropriate actions.	7.SP.3 Demonstrate appropriate actions in emergency situations.	8.SP.3 Demonstrate emergency techniques to respond to varying emergency situations that may occur at school, home, and in the community.
<b>SP.4</b>	6.SP.4 Identify appropriate	7.SP.4 Explain how witnesses	8.SP.4 Develop strategies to

	resources available during emergency situations.	and bystanders can help in emergency situations.	increase community knowledge of how to respond in different emergency situations.
<b>SP.5</b>	6.SP.5 Identify ways that choice affects the lives of an individual, others, and society.	7.SP.5 Analyze how media influences impact health behaviors.	8.SP.5 Evaluate individual, group, and societal influences that promote positive and negative health behaviors.

### SUBCOMPONENT: TECHNOLOGY SAFETY

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8SP.6</b>
<b>SP.6</b>	6.SP.6 Identify trustworthy resources for health related information(e.g., CDC, WHO, etc.).	7.SP.6 Access accurate health-related information.	8.SP.6 Compare and contrast health information gathered from various sources.
<b>SP.7</b>	6.SP.7 Describe how to report bullying, threatening situations, or inappropriate content related to social media.	7.SP.7 Research the safe uses of social media, and identify possible negative consequences of improper uses.	8.SP.7 Analyze the possible legal consequences of improper social media usage.

### SUBCOMPONENT: PREVENTION

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>SP.8</b>	6.SP.8 Identify basic refusal skills and demonstrate the ability to use them.	7.SP.8 Describe techniques used to de-escalate a threatening situation.	8.SP.8 Demonstrate de-escalation techniques used in threatening situations.
<b>SP.9</b>	6.SP.9 Identify laws and rules intended to prevent injuries.	7.SP.9 Apply a decision-making process for avoiding dangerous situations.	8.SP.9 Develop strategies to remain unharmed when confronted with dangerous situations at home, school, and

			in the community.
<b>SP.10</b>	6.SP.10 Identify resources for preventative healthcare.	7.SP.10 Develop a systematic approach for reporting factors (heredity, lifestyle, and environmental) that positively or negatively impact an individual's health.	8.SP.10 Analyze the validity of health information, products, and services.
<b>SP.11</b>	6.SP.11 Describe how environment and lifestyle impact health.	7.SP.11 Demonstrate through varying mediums how health can be impacted by individual choices.	8.SP.11 Analyze how global and environmental policies and situations affect local health.

## COMPONENT 4: HUMAN GROWTH AND DEVELOPMENT

### SUBCOMPONENT: ANATOMY AND PHYSIOLOGY

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>HGD.1</b>	6.HGD.1 Describe and explain the basic body systems and their functions.	7.HGD.1 Analyze and explain the impact of personal health behaviors on the functioning of the human body.	8.HGD.1 Describe how personal choice impacts bodily systems. (e.g., risky behaviors).
<b>HGD.2</b>	6.HGD.2 Summarize the human reproduction cycle.	7.HGD.2 Describe the human cycle of reproduction, birth, growth, aging, and death.	8.HGD.2 Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.

### SUBCOMPONENT: PUBERTY AND ADOLESCENT DEVELOPMENT

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>HGD.3</b>	6.HGD.3 Explain that puberty and physical development can vary among individuals.	7.HGD.3 Discuss how changes during puberty affect thoughts, emotions, and behaviors.	8.HGD.3 Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
<b>HGD.4</b>	6.HGD.4 Understand the changes that occur during puberty and adolescence (e.g., growth spurts, peer influence, self-confidence, mood swings).	7.HGD.4 Describe and demonstrate understanding of the development characteristics of adolescence, including physical and emotional changes.	8.HGD.4 Identify the physical, social, and emotional changes that occur during puberty (e.g., menstrual cycle, reproductive system, conception).
<b>HGD.5</b>	6.HGD.5 Identify parents or other trusted adults to whom you can ask questions about puberty and adolescent health issues.	7.HGD.5 Differentiate between reliable and unreliable sources of information regarding human growth and development.	8.HGD.5 Demonstrate behaviors that promote healthy growth and development during puberty.

### SUBCOMPONENT: PREGNANCY AND REPRODUCTION

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>HGD.6</b>	6.HGD.6 Define teen pregnancy.	7.HGD.6 Compare and contrast the effects of teen pregnancy on personal health.	8.HGD.6 Describe the social, emotional, and economic impact associated with teen parenting (e.g., perspective of the teen mother, teen father,



			and parents of the teens).
<b>HGD.7</b>	6.HGD.7 Identify how the media influences risk behavior related to teen pregnancy.	7.HGD.7 Describe how puberty prepares the human body to reproduce.	8.HGD.7 Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting.
<b>HGD.8</b>	6.HGD.8 Identify the difference between abstinence and risk behaviors and why abstinence is the responsible and preferred choice for adolescence.	7.HGD.8 Identify the positive benefits of abstinence from sexual activity outside of marriage.	8.HGD.8 Identify reasons for abstaining from sexual activity (e.g., unplanned pregnancy, infection, infertility, and lifelong illnesses).
<b>HGD.9</b>	6.HGD.9 Define sexual abstinence as it relates to pregnancy prevention.	7.HGD.9 Use effective verbal and nonverbal communication skills to convey feelings and goals regarding pregnancy.	8.HGD.9 Identify medically-accurate resources about pregnancy prevention and reproductive health care.

### **SUBCOMPONENT: SEXUALLY TRANSMITTED INFECTIONS / HIV**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>HGD.10</b>	6.HGD.10 Identify and define common sexually transmitted infection pathogens.	7.HGD.10 Describe ways diseases are spread and prevented.	8.HGD.10 Analyze ways pathogens and diseases are spread, prevented, and managed.
<b>HGD.11</b>	6.HGD.11 Compare and contrast communicable and non-communicable diseases.	7.HGD.11 Analyze the immune system in terms of the organs, functions, and their connection to HIV/STIs.	8.HGD.11 Research strategies to develop and maintain reproductive and sexual health (including HIV, HPV, and common STIs).
<b>HGD.12</b>	6.HGD.12 Define human immunodeficiency virus (HIV)	7.HGD.12 Identify modes (age appropriate) of HIV	8.HGD.12 Compare and contrast behaviors, including

	and acquired immunodeficiency syndrome (AIDS).	transmission, as well as ways to prevent transmission.	abstinence, to determine potential risk of STI/HIV transmission.
<b>HGD.13</b>	6.HGD.13 Distinguish between safe and risky behavior as related to disease prevention.	7.HGD.13 Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STIs.	8.HGD.13 Describe ways people can protect themselves against serious blood borne communicable diseases.
<b>HGD.14</b>	6.HGD.14 Identify family structure, roles, and responsibilities and how they may change.	7.HGD.14 Identify how familial and personal values and beliefs affect future decisions.	8.HGD.14 Analyze how changes in family structure can impact personal decision making.
<b>HGD.15</b>	6.HGD.15 Describe healthy and respectful ways to express friendship, attraction, and affection.	7.HGD.15 Compare and contrast the characteristics of healthy and unhealthy relationships.	8.HGD.15 Analyze the similarities and difference between friendships and romantic relationships.
<b>HGD.16</b>	6.HGD.16 Identify that there are individual, family, and cultural differences in relationships.	7.HGD.16 Identify that there are individual differences in relationships, such as appearance or gender roles.	8.HGD.16 Analyze how internal and external influences affect growth and development in relationships (including abuse, neglect, dysfunction) and sexual behavior.
<b>HGD.17</b>	6.HGD.17 Analyze how messages from media influence relationships.	7.HGD.17 Identify how media influences personal values, attitudes, and beliefs of relationships.	8.HGD.17 Evaluate the influence of media on personal values, attitudes, and beliefs.

**COMPONENT 5: SUBSTANCE USE AND ABUSE**

**SUBCOMPONENT: PROTECTIVE BEHAVIORS AND RISK REDUCTION**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>SUA.3</b>	6.SUA.3 Identify influences that pressure people to abuse alcohol, tobacco, or other drugs, including but not limited to interpersonal relationships, advertising, and social media.	7.SUA.3 Apply effective communication strategies to avoid the potential to become addicted to harmful substances and corresponding negative consequences.	8.SUA.3 Demonstrate and analyze positive alternatives to the use of alcohol, tobacco, and other drugs.
<b>SUA.4</b>	6.SUA.4 Identify assertive refusal skills when confronted with peer pressure to use substances that pose a health risk.	7.SUA.4 Demonstrate assertive refusal skills when confronted with peer pressure to use substances that pose a health risk.	SUA.4 Predict the short and long term effects of drug use on an individual's health.

**SUBCOMPONENT: COMMUNITY RESOURCES AND SUBSTANCE ABUSE RECOVERY**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
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<b>SUA.5</b>	6.SUA.5 Identify and describe local community resources that provide care or assistance to people with substance abuse issues.	7.SUA.5 Compile resources regarding knowledge and information related to drug use and abuse	8.SUA.5 Develop strategies for informing the public of the dangers associated with substance abuse.
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