

TN Health Education Standards Grades 6-8 Addressed in Lakeland Family Life Curriculum

For a full list of TN Health Education Standards visit:

https://www.tn.gov/assets/entities/education/attachments/std_pe_health_gr_6_8.pdf

6th Grade Family Life

- 1.4 **develop** a list of questions that influence the decision-making process
- 1.5 **identify** choices and examine alternatives and consequences of each choice when making decisions as it relates to healthy living;
- 6.1 **identify** family influences in the development of personal values and beliefs and how they will affect future decisions;
- 6.2 **analyze** changing roles and responsibilities throughout the life cycle as individuals and members of families;
- 7.0 **understand** the stages of human growth and development
- 7.1 **describe** and demonstrate understanding of the developmental characteristics of adolescence including physical and emotional changes;
- 7.2 **exhibit** respect for others as physical changes occur during adolescence;
- 8.4 **demonstrate** skills to cope with attitudes and behaviors appropriately as related to social health;
- 9.1 **identify** and define common pathogens;
- 13.4 **explain** how choices relate to consequences;
- 12.3 **demonstrate** techniques to assertively deal with peer pressure when personal safety is threatened (e.g., in car with drunk driver, pressured to take drugs, encouraged to participate in risky behaviors that can hurt others).
- 13.2 **assess** the influences of family, peers, and community on chemical substance use and abuse

7th Grade Family Life

- 1.2 **describe** individual goals and aspirations for healthy living;
- 1.5 **identify** choices and examine alternatives and consequences;
- 1.6 **evaluate** the influence of media on the decision-making process related to healthy living;
- 5.1 **explain** the relationship of a balanced nutrition program and essential nutrients to appropriate weight, appearance, energy level, and total wellness;
- 5.2 **evaluate** how individual food choices are influenced by multiple factors;
- 6.2 **analyze** changing roles and responsibilities (physically, socially and emotionally) throughout the life cycle as individuals and members of families;
- 7.3 **identify** abstinence from sexual activity as the responsible and preferred choice for adolescents.
- 8.1 **demonstrate** healthy ways to express needs, wants, and feelings.
- 8.4 **demonstrate** skills to cope with attitudes and behaviors appropriately as related to social health;
- 8.5 **evaluate** attitudes and behaviors as related to personal and mental health;
- 8.6 **recognize** stress is a normal part of life and appropriate stress management should be a lifelong skill;
- 9.2 **describe** ways pathogens and diseases are spread, prevented, and managed;
- 9.4 **evaluate** how heredity, environment and lifestyle impact both the wellness and disease process.
- 12.3 **demonstrate** techniques to assertively deal with peer pressure;
- 13.1 **distinguish** between appropriate use and misuse of chemical substances for healthy living;

8th Grade Family Life

- 1.1 **analyze** the effectiveness of personal decision-making as it relates to future health and wellness outcomes;
- 1.3 **determine** how setting healthy living goals can promote lifetime wellness;
- 1.6 **evaluate** the influence of media on the decision-making process related to healthy living;
- 4.3 **determine** the benefits of exercise in relation to improved health during all stages of life;
- 4.4 **assess** the relationship of physical activity to other areas of personal health (social, mental, and emotional well-being);
- 6.3 **evaluate** the influence of attitudes, emotions, and behaviors on healthy family relationships;
- 7.3 **identify** abstinence from sexual activity as the responsible and preferred choice for adolescents;
- 9.3 **describe** signs, symptoms, and risk factors related to communicable and noncommunicable diseases;
- 10.3 **analyze** the influences of media and internet which promote risky behavior;
- 11.1 **demonstrate** appropriate actions for emergency and non-emergency actions;
- 12.3 **demonstrate** techniques to assertively deal with peer pressure when personal safety is threatened (car with drunk driver, pressured to take drugs, encouraged to participate in risky behavior that can hurt others);

TN Health Education Standards Grades 6-8 Addressed in Lakeland Family Life Curriculum

For a full list of TN Health Education Standards visit:

https://www.tn.gov/assets/entities/education/attachments/std_pe_health_gr_6_8.pdf

13.3 **identify** how substance (e.g. tobacco, alcohol, and drugs) use and abuse affects people physically, emotionally, socially, financially and legally;

13.5 **recognize** treatment programs and support groups for those dealing with addiction;

13.6 **recognize** certain behaviors can lead to drug abuse and addiction (e.g. huffing, inhalant abuse, and smoking, alcohol consumption, over the counter and prescription medication).

14.5 **assess** various health care facilities and services;

14.6 **analyze** the importance of community organizations to healthy living;

14.7 **identify** different health professionals and their role in promoting community health;

14.8 **evaluate** the effect of media and technology on individual, family, and community health