

Grades 6-8

Substance Use and Abuse Standards [HE.68.SUA](#)

Standard 1 Health promotion and disease prevention concepts [HE.68.SUA.1](#)

- 1 Demonstrate responsible decision-making about the use of substances. [HE.68.SUA.1.1](#)
- 2 Define terminology specific to alcohol misuse/abuse and discuss the short- and long-term effects of consuming alcohol. [HE.68.SUA.1.2](#)
- 3 Discuss the health risks associated with alcohol [HE.68.SUA.1.3](#)
- 4 Describe the types, delivery devices and accessibility of marijuana/THC products and their impacts on prevalence of use. [HE.68.SUA.1.4](#)
- 5 Examine the effects of marijuana/THC and opioids on body systems and behavior. [HE.68.SUA.1.5](#)
- 6 State the risks of misusing and sharing prescription and/or illicit drugs, including fentanyl and other opioids. [HE.68.SUA.1.6](#)
- 7 Identify signs and symptoms of prescription and/or illicit drug misuse and overdose, including fentanyl and other opioids. [HE.68.SUA.1.7](#)
- 8 Describe the short- and long-term physical and social consequences of tobacco, nicotine use and/or vaping. [HE.68.SUA.1.8](#)

Standard 2 Internal and external influences [HE.68.SUA.2](#)

- 1 Discuss family rules, school rules and state laws about the use of alcohol and other drugs. [HE.68.SUA.2.1](#)
- 2 Discuss the dangers of underage consumption of alcohol and the benefits of abstaining from drinking alcohol. [HE.68.SUA.2.2](#)
- 3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping. [HE.68.SUA.2.3](#)
- 4 Explain school-based policies and legal consequences [HE.68.SUA.2.4](#)

Standard 3 Access to valid information, products and services [HE.68.SUA.3](#)

- 1 Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs. [HE.68.SUA.3.1](#)
- 2 Identify how to find and access school and community resources related to alcohol misuse and/or abuse. [HE.68.SUA.3.2](#)
- 3 Differentiate between marijuana/THC myths and facts. [HE.68.SUA.3.3](#)
- 4 Explain how family, peers and multi-media messages over time can influence the use of marijuana/THC. [HE.68.SUA.3.4](#)

- 5 Describe the three major categories, purposes and side effects of prescription drugs. [HE.68.SUA.3.5](#)
- 6 Distinguish valid and reliable resources for cessation. [HE.68.SUA.3.6](#)

Standard 4 Communication skills and resilient behaviors to reduce health risks [HE.68.SUA.4](#)

- 1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use. [HE.68.SUA.4.1](#)
- 2 Predict the potential short- and long-term impacts on self [HE.68.SUA.4.2](#)

Standard 5 Advocacy for personal, family and community health [HE.68.SUA.5](#)

- 1 Work cooperatively with peers to advocate for others to remain alcohol and drug free. [HE.68.SUA.5.1](#)
- 2 Demonstrate ways to seek help and support from trusted [HE.68.SUA.5.2](#)
- 3 Identify the consequences of marijuana/THC use and work cooperatively to advocate for healthy behaviors. [HE.68.SUA.5.3](#)
- 4 Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used. [HE.68.SUA.5.4](#)
- 5 Encourage peers to model healthy choices related to goals, communication, friendship and peer pressure. [HE.68.SUA.5.5](#)
- 6 Describe how to support family and friends who are trying to stop using tobacco, nicotine, and/or vaping. [HE.68.SUA.5.6](#)

Resiliency (starting 2024-2025) [HE.68.R](#)

Standard 1 Character [HE.68.R.1](#)

- 1 Demonstrate the ability to respond with empathy in a variety of contexts and situations. [HE.68.R.1.1](#)
- 2 Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships. [HE.68.R.1.2](#)
- 3 Identify sources of relational conflicts and healthy approaches to conflict resolutions. [HE.68.R.1.3](#)

Standard 2 Personal Responsibility [HE.68.R.2](#)

- 1 Discuss how character is shaped by attitudes, decisions and actions. [HE.68.R.2.1](#)
- 2 Demonstrate responsible decision-making that considers multiple perspectives. [HE.68.R.2.2](#)
- 3 Describe the importance of following school and community laws and rules. [HE.68.R.2.3](#)
- 4 Monitor progress toward attaining a personal goal. [HE.68.R.2.4](#)
- 5 Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal. [HE.68.R.2.5](#)

- 6 Describe how personal goals can vary with changing abilities, priorities, and responsibilities. [HE.68.R.2.6](#)
 - 7 Identify how continuous learning leads to personal growth. [HE.68.R.2.7](#)
 - 8 Identify strategies to manage challenges and setbacks. [HE.68.R.2.8](#)
 - 9 Identify healthy responses to negative peer pressure. [HE.68.R.2.9](#)
-

Standard 3 Mentorship and Citizenship [HE.68.R.3](#)

- 1 Discuss ways a leader can build the trust of individuals and groups. [HE.68.R.3.1](#)
 - 2 Explain and develop ways to apply leadership skills in the school and the community. [HE.68.R.3.2](#)
 - 3 Identify the importance of volunteerism in positively affecting the community and nation. [HE.68.R.3.3](#)
 - 4 Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions. [HE.68.R.3.4](#)
-

Standard 4 Critical Thinking and Problem Solving [HE.68.R.4](#)

- 1 Analyze possible solutions to a problem to determine the best outcome for oneself and others. [HE.68.R.4.1](#)
- 2 Develop and apply conflict resolution skills in a variety of situations. [HE.68.R.4.2](#)
- 3 Analyze ways to pursue common goals as a part of a team or group. [HE.68.R.4.3](#)
- 4 Identify the importance of perseverance when facing difficulty solving a problem. [HE.68.R.4.4](#)