

Tennessee Lifetime Wellness Standards Grades 9-12 (High School)

The Tennessee Lifetime Wellness Standards Grades 9-12 document is divided into five components: Personal Wellness (PW); Mental, Emotional, and Social Health (MESH); First Aid and Safety (FAS); Human Growth and Development (HGD); and Substance Use and Abuse (SUA).

Key Ideas:

- 1) The Tennessee Lifetime Wellness Standards Grades 9-12 state skills, knowledge, and behaviors students should demonstrate at end of the high school lifetime wellness experience.
- 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., HS.PW.2 Evaluate personal nutritional and energy needs.
- 5) Unique to the Grades 9-12 Standards is "Component Extension". The component extensions are ideas to further challenge students in a particular subcomponent.

Component: Personal Wellness

Subcomponent: Nutrition

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| HS.PW.1 | Identify the relationship between healthy eating and total wellness. |
| HS.PW.2 | Evaluate personal nutritional and energy needs. |
| HS.PW.3 | Examine the relationship between diet and disease. (e.g., metabolic syndrome, hypertension, hyperlipidemia). |
| <i>Component Extension</i> | Interpret food labels, critique fad diets, and recognize food safety practices. |

Component: Personal Wellness

Subcomponent: Fitness

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| HS.PW.4 | Implement the health-related and skill-related components of fitness. |
| HS.PW.5 | Analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness. |

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| HS.PW.6 | Describe and apply principles related to physical activity (i.e., principles of training, target heart rate, warm-up/cool-down). |
| HS.PW.7 | Construct fitness goals (i.e., S.M.A.R.T.). |
| Component: Personal Wellness | |
| Subcomponent: Disease Prevention | |
| HS.PW.8 | Explain the importance of preventative health care and how it contributes to overall wellness. |
| HS.PW.9 | Identify and explain signs, symptoms, screenings, treatment, and prevention of chronic or non-infectious diseases (e.g. cardiovascular disease, cancer, diabetes). |
| HS.PW.10 | Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.). |
| HS.PW.11 | Analyze the difference between infectious and non-infectious disease. |
| HS.PW.12 | Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination). |
| Component: Mental, Emotional, and Social Health | |
| Subcomponent: Emotional Health | |
| HS.MESH.1 | Identify emotions and their effects on the mind and body. |
| HS.MESH.2 | Recognize stressors and formulate personal stress management techniques. |
| HS.MESH.3 | Design useful strategies for suicide prevention. |
| HS.MESH.4 | Identify ways to develop self-care behaviors. |
| HS.MESH.5 | Identify and explain adverse childhood experiences. |
| <i>Component Extension</i> | Self-esteem project |

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| Component: Mental, Emotional, and Social Health | |
| Subcomponent: Mental Health | |
| HS.MESH.6 | Examine characteristics of mental health conditions (i.e., anxiety, depression, and eating). |
| HS.MESH.7 | Describe the stages of grief. |
| HS.MESH.8 | Explain when to seek help for mental and emotional health concerns (provide local resources and national 988). |
| <i>Component Extension</i> | Research community resources. |
| Component: Mental, Emotional, and Social Health | |
| Subcomponent: Social Health | |
| HS.MESH.9 | Identify positive ways of resolving interpersonal conflict. |
| HS.MESH.10 | Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity). |
| <i>Component Extension</i> | Practice non-abusive behaviors. |
| Component: First Aid and Safety | |
| Subcomponent: First Aid Procedures | |
| HS.FAS.1 | Identify and demonstrate the skills necessary in responding to medical emergencies (e.g., common injuries, AED, choking). |
| HS.FAS.2 | Demonstrate hands-on CPR. |
| <i>Component Extension</i> | Role play emergency situations. |

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| Component: First Aid and Safety | |
| Subcomponent: Vehicle Driver and Occupant Safety | |
| HS.VOS.1 | Explain increased potential of injury when employing high risk behaviors while operating and occupying a vehicle. (e.g., distracted driving, impaired driving, seat belt safety, and pedestrians). |
| HS.VOS.2 | Explain the four levels of the Tennessee Graduated Driver's License laws. |
| Component: First Aid and Safety | |
| Subcomponent: Technology Safety | |
| HS.TS.1 | Identify how people utilize technology to build relationships and to abuse and exploit relationships. |
| HS.TS.2 | Identify the risks associated with sexting. |
| HS.TS.3 | Define online sexual exploitation. |
| HS.TS.4 | Explain ways to create and maintain a safe, positive online environment. |
| Component: Human Growth and Development | |
| Subcomponent: Relationships | |
| HS.HGD.1 | Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community). |
| HS.HGD.2 | Determine the influence of families, media, cultural traditions, and economic factors on human development. |
| HS.HGD.3 | Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking. |
| HS.HGD.4 | Evaluate how to reduce risks of becoming a victim of abuse and the process to report. |
| HS.HGD.5 | Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting. |
| HS.HGD.6 | Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults. |
| <i>Component Extension</i> | Negotiation/collaboration skills as helpful/harmful in resolving conflict (e.g., domestic violence, healthy dating). |
| Component: Human Growth and Development | |
| Subcomponent: Sexuality | |

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| HS.HGD.7 | Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood). |
| HS.HGD.8 | Recognize abstinence from all sexual activity as a positive choice. |
| HS.HGD.9 | Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy. |
| HS.HGD.10 | Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care). |
| HS.HGD.11 | Explain adoption and the types of adoption (open, semi-open, and closed). |
| HS.HGD.12 | Analyze the benefits of adoption. |
| HS.HGD.13 | Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster). |
| <i>Component Extension</i> | Create short- and long-term life plans. |
| Component: Substance Use and Abuse | |
| Subcomponent: Appropriate Use | |
| HS.SUA.1 | Describe the proper use of over-the-counter and prescription drugs. |
| HS.SUA.2 | Predict the benefits of a lifestyle free from chemical misuse (e.g., career goals, healthy relationships, life expectancy). |
| <i>Component Extension</i> | Compare/Contrast drugs in terms of their use and abuse. |
| Component: Substance Use and Abuse | |
| Subcomponent: Health Risks | |
| HS.SUA.3 | Summarize the consequences of drug use. (i.e., alcohol, tobacco [e-cigs/vaping], prescription medications, marijuana, etc.). |
| HS.SUA.4 | Analyze the role of family, community, and cultural norms in deciding to use drugs. |
| HS.SUA.5 | Articulate the effects of substance misuse and abuse on society (e.g., on school, job, crime, physical enhancement). |
| <i>Component Extension</i> | Role playing peer pressure scenarios, multiplier effect. |

| Component: Substance Use and Abuse | |
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| Subcomponent: Risk Reduction | |
| HS.SUA.6 | Identify common warning signs of opioid and IV drug abuse. |
| HS.SUA.7 | Identify common symptoms of opioid prescription and IV drug overdose. |
| HS. SUA.8 | Demonstrate how to tell a trusted adult that someone you know may be misusing drugs. |
| HS. SUA.9 | Identify ingredients present in e-cigarettes and vape devices. |
| HS. SUA.10 | Recognize the myths about the safety of vaping. |
| HS. SUA.11 | Identify the health risks associated with vaping caused by both the vaping device mechanism and the ingredients. |
| <i>Component Extension</i> | Complete Narcan administration online course. |