

## Tennessee Health Education and Lifetime Wellness Standards, Grades K-12

The Tennessee Health Education and Lifetime Wellness Standards are divided into three (3) parts to represent each of the following grade bands: Grades K-5, Grades 6-8, and Grades 9-12. Each set of standards was written by teams of Tennessee health education teachers and higher education faculty, as convened by the Tennessee Department of Education.

The Health Education and Lifetime Wellness Standards represent the knowledge or behavioral outcomes of a student at the completion of a grade or course. Creating developmentally appropriate learning experiences that meet the standard is the responsibility of the health education teacher and in alignment with school district documents. Each standard is observable and measurable and therefore can be assessed.

To most effectively use this document, the following are key definitions or descriptions in reference to the format:

**Component:** a grouping of similar knowledge or behaviors. Each set of standards has five (5) components specific to the grade level or course. See the introduction provided within each document for further explanation.

**Subcomponent:** a more refined grouping of similar knowledge or behaviors within a component. Each subcomponent is identified by a title. Each example below is specific to a grade level document:

Grades K-5 example: "Subcomponent: Nutrition," found in Component 1: Personal and Community Wellness, groups the standards specific to nutrition.

Grades 6-8 example: "Subcomponent: Prevention," found in Component 3: Safety and Prevention, groups the standards specific to prevention.

Grades 9-12 example: "Subcomponent: Mental," found in Component 2: Mental, Social, & Emotional Health, groups the standards specific to Mental Health.

**Standard:** a described knowledge or behavior as listed within a subcomponent and grade level. Each example below is specific to a grade level document:

Grades K-5 standard example: Standard 1.DP.3 "Demonstrate healthy personal hygiene practices (e.g., hand washing, shampooing, flossing)." This standard is applicable to grade 1 (1), located in the Disease Prevention (DP) component, and the third (3) standard listed for that given component.

Grades 6-8 standard example: Standard 6.SUA.1 "Identify differences between legal and illegal prescription drug use." This standard is applicable to grade 6 (6), located in the Substance Use and Abuse (SUA) component, and the first (1) standard listed for that given component.

Grades 9-12 standard example: Standard HS.PW.2 "Evaluate personal nutritional and energy needs." This standard is applicable to the high school (HS) lifetime wellness

course, located in the Personal Wellness (PW) component, and the second (2) standard listed for that given component.

**Component Extension:** an idea to further challenge students in a particular subcomponent, found only in the Grades 9-12 standards.

## 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." Component extensions are ideas to further challenge students in a particular subcomponent.

### **Component: Personal Wellness** **Subcomponent: Nutrition**

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| <b>HS.PW.1</b>             | Identify the relationship between healthy eating and total wellness.   |
| <b>HS.PW.2</b>             | Evaluate personal nutritional and energy needs.  |
| <b>HS.PW.3</b>             | 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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| <b>HS.PW.4</b> | Implement the health-related and skill-related components of fitness.  |
| <b>HS.PW.5</b> | Analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness.      |
| <b>HS.PW.6</b> | Describe and apply principles related to physical activity (i.e., principles of training, target heart rate, warm-up/cool-down). |

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| <b>HS.PW.7</b>   | Construct fitness goals (i.e., S.M.A.R.T.).   |
| <i>Component Extension</i>                             | Research community resources that promote fitness and wellness.   |
| <b>Component: Mental, Emotional, and Social Health</b> |   |
| <b>Subcomponent: Emotional Health</b>                  |   |
| <b>HS.MESH.1</b>                                       | Identify emotions and their effects on the mind and body.   |
| <b>HS.MESH.2</b>                                       | Recognize stressors and formulate personal stress management techniques.  |
| <b>HS.MESH.3</b>                                       | Design useful strategies for suicide prevention.  |
| <i>Component Extension</i>                             | Self-esteem project.  |
| <b>Component: Mental, Emotional, and Social Health</b> |   |
| <b>Subcomponent: Mental Health</b>                     |   |
| <b>HS.MESH.4</b>                                       | Examine characteristics of mental health conditions (i.e., anxiety, depression, eating).                                  |
| <b>HS.MESH.5</b>                                       | Describe the stages of grief.   |
| <i>Component Extension</i>                             | Research community resources.   |
| <b>Component: Mental, Emotional, and Social Health</b> |   |
| <b>Subcomponent: Social Health</b>                     |   |
| <b>HS.MESH.6</b>                                       | Identify positive ways of resolving interpersonal conflict.   |
| <b>HS.MESH.7</b>                                       | Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).                                    |
| <i>Component Extension</i>                             | Practice non-abusive behaviors.   |
| <b>Component: First Aid and Safety</b>                 |   |
| <b>Subcomponent: First Aid Procedures</b>              |   |
| <b>HS.FAS.1</b>  | Identify and demonstrate the skills necessary in responding to medical emergencies (e.g., common injuries, AED, choking). |
| <b>HS.FAS.2</b>  | Demonstrate hands-on CPR.   |
| <i>Component Extension</i>                             | Role play emergency situations.   |

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| <b>Component: First Aid and Safety</b>         |  |
| <b>Subcomponent: Personal Safety</b>           |  |
| <b>HS.FAS.3</b>                                | Explain how potential risks associated with technology, transportation, and high-risk behaviors affect safety.   |
| <b>Component: Human Growth and Development</b> |  |
| <b>Subcomponent: Relationships</b>             |  |
| <b>HS.HGD.1</b>                                | Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).   |
| <b>HS.HGD.2</b>                                | Determine the influence of families, media, cultural traditions, and economic factors on human development.  |
| <i>Component Extension</i>                     | Negotiation/collaboration skills as helpful/harmful in resolving conflict (e.g., domestic violence, healthy dating).   |
| <b>Component: Human Growth and Development</b> |  |
| <b>Subcomponent: Sexuality</b>                 |  |
| <b>HS.HGD.3</b>                                | Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).   |
| <b>HS.HGD.4</b>                                | Recognize abstinence from all sexual activity as a positive choice.  |
| <b>HS.HGD.5</b>                                | 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. |
| <b>HS.HGD.6</b>                                | Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).  |
| <i>Component Extension</i>                     | Create short- and long-term life plans.  |
| <b>Component: Substance Use and Abuse</b>      |  |
| <b>Subcomponent: Appropriate Use</b>           |  |
| <b>HS.SUA.1</b>                                | Describe the proper use of over-the-counter and prescription drugs.  |
| <b>HS.SUA.2</b>                                | 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.  |

| <b>Component: Substance Use and Abuse</b> |   |
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| <b>Subcomponent: Health Risks</b>         |   |
| <b>HS.SUA.3</b>                           | Summarize the consequences of drug use. (i.e., alcohol, tobacco [e-cigs/vaping], prescription medications, marijuana.). |
| <b>HS.SUA.4</b>                           | Analyze the role of family, community, and cultural norms in deciding to use drugs.                                     |
| <b>HS.SUA.5</b>                           | Articulate the effects of substance misuse and abuse on society (e.g., on school, job, crime, physical enhancement).    |
| <b>HS.SUA.6</b>                           | Identify common warning signs of opioid and IV drug abuse.  |
| <b>HS.SUA.7</b>                           | Identify common symptoms of opioid prescription and IV drug overdose.   |
| <b>HS.SUA.8</b>                           | Demonstrate how to tell a trusted adult that someone you know may be misusing drugs.                                    |
| <i>Component Extension</i>                | Role playing peer pressure scenarios, multiplier effect.  |
| <b>Component: Substance Use and Abuse</b> |   |
| <b>Subcomponent: Risk Reduction</b>       |   |
| <b>HS.SUA.9</b>                           | Research school and community resources for treatment and intervention.   |
| <b>HS.SUA.10</b>                          | Predict the short- and long-term effects of drug use on an individual's health.   |
| <i>Component Extension</i>                | Create Public Service Announcements (PSAs) (e.g., presentation, commercial, skit).                                      |