

## 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 the 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

<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

<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).
<b>HS.PW.7</b>	Construct fitness goals (i.e., S.M.A.R.T.).
<b>Component: Personal Wellness</b>	
<b>Subcomponent: Disease Prevention</b>	
<b>HS.PW.8</b>	Explain the importance of preventative health care and how it contributes to overall wellness.
<b>HS.PW.9</b>	Identify and explain signs, symptoms, screenings, treatment, and prevention of chronic or non-infectious diseases (e.g., cardiovascular disease, cancer, diabetes).
<b>HS.PW.10</b>	Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g., influenza, COVID, strep, hepatitis, measles, STIs, etc.).
<b>HS.PW.11</b>	Analyze the difference between infectious and non-infectious diseases.
<b>HS.PW.12</b>	Identify and implement the strategies for preventing disease (e.g., personal hygiene, health screenings, vaccination).
<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.
<b>HS.MESH.4</b>	Identify ways to develop self-care behaviors.
<b>HS.MESH.5</b>	Identify and explain adverse childhood experiences.
<i>Component Extension</i>	Self-esteem project

<b>Component: Mental, Emotional, and Social Health</b>	
<b>Subcomponent: Mental Health</b>	
<b>HS.MESH.6</b>	Examine characteristics of mental health conditions (i.e., anxiety, depression, and eating).
<b>HS.MESH.7</b>	Describe the stages of grief.
<b>HS.MESH.8</b>	Explain when to seek help for mental and emotional health concerns (provide local resources and national 988).
<i>Component Extension</i>	Research community resources.
<b>Component: Mental, Emotional, and Social Health</b>	
<b>Subcomponent: Social Health</b>	
<b>HS.MESH.9</b>	Identify positive ways of resolving interpersonal conflict.
<b>HS.MESH.10</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.

<b>Component: First Aid and Safety</b>	
<b>Subcomponent: Vehicle Driver and Occupant Safety</b>	
<b>HS.VOS.1</b>	Explain <u>the</u> 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).
<b>HS.VOS.2</b>	Explain the four levels of the Tennessee Graduated Driver's License laws.
<b>Component: First Aid and Safety</b>	
<b>Subcomponent: Technology Safety</b>	
<b>HS.TS.1</b>	Identify how people utilize technology to build relationships and to abuse and exploit relationships.
<b>HS.TS.2</b>	Identify the risks associated with sexting.
<b>HS.TS.3</b>	Define online sexual exploitation.
<b>HS.TS.4</b>	Explain ways to create and maintain a safe, positive online environment.
<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.
<b>HS.HGD.3</b>	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.
<b>HS.HGD.4</b>	Evaluate how to reduce <u>the</u> risks of becoming a victim of abuse and the process to report.
<b>HS.HGD.5</b>	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.
<b>HS.HGD.6</b>	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).
<b>Component: Human Growth and Development</b>	
<b>Subcomponent: Sexuality</b>	

<b>HS.HGD.7</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.8</b>	Recognize abstinence from all sexual activity as a positive choice.
<b>HS.HGD.9</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.10</b>	Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).
<b>HS.HGD.11</b>	Explain adoption and the types of adoption (open, semi-open, and closed).
<b>HS.HGD.12</b>	Analyze the benefits of adoption.
<b>HS.HGD.13</b>	Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).
<b>HS.HGD.14</b>	Describe the protections in the Tennessee Safe Haven law for the voluntary surrender of an unharmed infant by the mother.
<b>HS.HGD.15</b>	Identify the benefits of high school graduation, postsecondary enrollment, marriage, and raising a family, and analyze how the <a href="#">completion order</a> of these events, <a href="#">in the order listed</a> , can influence personal and societal outcomes.
<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>	
<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, etc.).
<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, <u>and</u> physical enhancement).
<i>Component Extension</i>	Role-playing peer pressure scenarios <u>and the</u> multiplier effect.
<b>Component: Substance Use and Abuse</b>	
<b>Subcomponent: Risk Reduction</b>	
<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.
<b>HS. SUA.9</b>	Identify ingredients present in e-cigarettes and vape devices.
<b>HS. SUA.10</b>	Recognize the myths about the safety of vaping.
<b>HS. SUA.11</b>	Identify the health risks associated with vaping caused by both the vaping device mechanism and the ingredients.
<i>Component Extension</i>	Complete <u>the</u> Narcan administration online course.