

GRADES 9-12 TENNESSEE WELLNESS STANDARDS

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 1: PERSONAL WELLNESS (PW)

SUBCOMPONENT: NUTRITION

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

SUBCOMPONENT: FITNESS

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.
HS.PW.6	Describe and apply principles related to physical activity (i.e., principles of training, target heart rate, warmup/cool-down).
HS.PW.7	Construct fitness goals (i.e., S.M.A.R.T.).
<i>Component Extension</i>	Research community resources that promote fitness and wellness

COMPONENT 2 : MENTAL, EMOTIONAL AND SOCIAL HEALTH (MESH)

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.
<i>Component Extension</i>	Self-esteem project

SUBCOMPONENT: MENTAL HEALTH

HS.MESH.4	Examine characteristics of mental health conditions (i.e., anxiety, depression, and eating)
HS.MESH.5	Describe the stages of grief.
<i>Component Extension</i>	Research community resources.

SUBCOMPONENT: SOCIAL HEALTH

HS.MESH.6	Identify positive ways of resolving interpersonal conflict
HS.MESH.7	Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity)
<i>Component Extension</i>	Practice non-abusive behaviors.

COMPONENT 3: FIRST AID AND SAFETY (FAS)

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

SUBCOMPONENT: PERSONAL SAFETY

HS.FAS.3	Explain how potential risks associated with technology, transportation, and high-risk behaviors affect safety.
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COMPONENT 4: HUMAN GROWTH AND DEVELOPMENT (HGD)

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.
<i>Component Extension</i>	Negotiation/collaboration skills as helpful/harmful in resolving conflict (e.g., domestic violence, healthy dating).

SUBCOMPONENT: SEXUALITY

HS.HGD.3	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.4	Recognize abstinence from all sexual activity as a positive choice
HS.HGD.5	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.6	Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).
<i>Component Extension</i>	Create short-term and long-term life plans

COMPONENT 5: SUBSTANCE USE AND ABUSE (SUA)

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

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

SUBCOMPONENT: RISK REDUCTION

HS.SUA.6	Research school and community resources for treatment and intervention.
HS.SUA.7	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).