

HealthSmart Alignment with Tennessee Lifetime Wellness Standards



**High School
Grades 9–12**

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.

HealthSmart High School Unit Key

ABST = Abstinence, Personal & Sexual Health

EMH = Emotional & Mental Health

NPA = Nutrition & Physical Activity

TAOD = Tobacco, Alcohol & Other Drug Prevention

VIP = Violence & Injury Prevention

HEALTH STANDARD	ABST	EMH	NPA	TAOD	VIP
Personal Wellness					
Nutrition					
HS.PW.1 Identify the relationship between healthy eating and total wellness.			1		
HS.PW.2 Evaluate personal nutritional and energy needs.			2, 10, 11		
HS.PW.3 Examine the relationship between diet and disease. (e.g., metabolic syndrome, hypertension, hyperlipidemia).			1		
Component Extension Interpret food labels, critique fad diets, and recognize food safety practices.			4 [labels], 14 [fad diets], 16 [food safety]		
HS.PW.4 Implement the health-related and skill-related components of fitness.			6, 10, 11		
HS.PW.5 Analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness.			6, 7, 10, 11		
HS.PW.6 Describe and apply principles related to physical activity (i.e., principles of training, target heart rate, warm-up/cool-down).			6, 10, 11		

HEALTH STANDARD	ABST	EMH	NPA	TAOD	VIP
Personal Wellness (continued)					
Nutrition (continued)					
HS.PW.7 Construct fitness goals (i.e., S.M.A.R.T.).			10, 11		
Component Extension Research community resources that promote fitness and wellness.			7, 10, 11		
Mental, Emotional, and Social Health					
Emotional Health					
HS.MESH.1 Identify emotions and their effects on the mind and body.		6			
HS.MESH.2 Recognize stressors and formulate personal stress management techniques.		4, 5			
HS.MESH.3 Design useful strategies for suicide prevention.		16			16
Component Extension Self-esteem project.		2 [self-respect], 3 [positive self-talk]			
HS.MESH.4 Examine characteristics of mental health conditions (i.e., anxiety, depression, eating).		15	15		
HS.MESH.5 Describe the stages of grief.		10			
Component Extension Research community resources.		17			
Social Health					
HS.MESH.6 Identify positive ways of resolving interpersonal conflict.		13			
HS.MESH.7 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).				14, 15	
Component Extension Practice non-abusive behaviors.		7, 9, 12			

HEALTH STANDARD	ABST	EMH	NPA	TAOD	VIP
First Aid and Safety					
First Aid Procedures					
HS.FAS.1 Identify and demonstrate the skills necessary in responding to medical emergencies (e.g., common injuries, AED, choking).					4
HS.FAS.2 Demonstrate hands-on CPR.					4
Component Extension Role play emergency situations.					4
Personal Safety					
HS.FAS.3 Explain how potential risks associated with technology, transportation, and high-risk behaviors affect safety.					1 [risks in general], 2 [motor vehicle], 6 [assessing hazards], 7 [advocating for safety], 10 [cyberbullying]
Human Growth and Development					
Relationships					
HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).		8			
HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.	11, 12				
Component Extension Negotiation/collaboration skills as helpful/harmful in resolving conflict (e.g., domestic violence, healthy dating).		7, 9, 13			
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).	8				
HS.HGD.4 Recognize abstinence from all sexual activity as a positive choice.	10, 13, 14				

HEALTH STANDARD	ABST	EMH	NPA	TAOD	VIP
Human Growth and Development (continued)					
Sexuality (continued)					
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.	10				
HS.HGD.6 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).	9				
Component Extension Create short- and long-term life plans.	5	14	10, 11		
Substance Use and Abuse					
Appropriate Use					
HS.SUA.1 Describe the proper use of over-the-counter and prescription drugs.				3	
HS.SUA.2 Predict the benefits of a lifestyle free from chemical misuse (e.g., career goals, healthy relationships, life expectancy).				16	
Component Extension Compare/contrast drugs in terms of their use and abuse.				1, 2	
Health Risks					
HS.SUA.3 Summarize the consequences of drug use. (i.e., alcohol, tobacco [e-cigs/vaping], prescription medications, marijuana.).				3 [medicines], 4 [opioids], 5 [tobacco/vaping], 7 [alcohol], 8 [marijuana], 9 [legal consequences]	
HS.SUA.4 Analyze the role of family, community, and cultural norms in deciding to use drugs.				11	
HS.SUA.5 Articulate the effects of substance misuse and abuse on society (e.g., on school, job, crime, physical enhancement).				2, 9	
HS.SUA.6 Identify common warning signs of opioid and IV drug abuse.				4	

HEALTH STANDARD	ABST	EMH	NPA	TAOD	VIP
Substance Use and Abuse (continued)					
Health Risks (continued)					
HS.SUA.7 Identify common symptoms of opioid prescription and IV drug overdose.				4	
HS. SUA.8 Demonstrate how to tell a trusted adult that someone you know may be misusing drugs.		16 [getting help for variety of mental health issues]		10	
Component Extension Role playing peer pressure scenarios, multiplier effect.				14, 15	
Risk Reduction					
HS.SUA.9 Research school and community resources for treatment and intervention.				10	
HS.SUA.10 Predict the short- and long-term effects of drug use on an individual's health.				1 , also effects of specific drugs in 4, 5, 7, 8	
Component Extension Create Public Service Announcements (PSAs) (e.g., presentation, commercial, skit).				16	