

HealthSmart Alignment with Tennessee Lifetime Wellness Standards Grades 9–12 (High School)

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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

HS.PW.1	Identify the relationship between healthy eating and total wellness. NPA Lesson 1
HS.PW.2	Evaluate personal nutritional and energy needs. NPA Lesson 2, Lessons 8 & 9 (if students set a healthy eating goal)
HS.PW.3	Examine the relationship between diet and disease. (e.g., metabolic syndrome, hypertension, hyperlipidemia). NPA Lesson 1
<i>Component Extension</i>	Interpret food labels, critique fad diets, and recognize food safety practices. NPA Lesson 4 (food labels), Lesson 14 (fad diets), Lesson 16 (food safety)

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Component: Personal Wellness Subcomponent: Fitness	
HS.PW.4	Implement the health-related and skill-related components of fitness. NPA Lesson 6, Lessons 8 & 9 (if students set a physical activity goal)
HS.PW.5	Analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness. NPA Lesson 7, Lessons 8 & 9 (if students set a physical activity goal)
HS.PW.6	Describe and apply principles related to physical activity (i.e., principles of training, target heart rate, warm-up/cool-down). NPA Lesson 6, Lessons 8 & 9 (if students set a physical activity goal)
HS.PW.7	Construct fitness goals (i.e., S.M.A.R.T.). Lessons 8 & 9 (adapt if needed to fit SMART framework)
<i>Component Extension</i>	Research community resources that promote fitness and wellness. (Could be incorporated into goal setting work in Lessons 8 & 9)
Component: Mental, Emotional, and Social Health Subcomponent: Emotional Health	
HS.MESH.1	Identify emotions and their effects on the mind and body. EMH Lesson 6
HS.MESH.2	Recognize stressors and formulate personal stress management techniques. EMH Lessons 5 & 6
HS.MESH.3	Design useful strategies for suicide prevention. EMH Lesson 16; VIP Lesson 9
<i>Component Extension</i>	Self-esteem project. Could include or incorporate in EMH Lesson 3 (self-respect) , Lesson 4 (optimism/positive self-talk)

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Component: Mental, Emotional, and Social Health	
Subcomponent: Mental Health	
HS.MESH.4	Examine characteristics of mental health conditions (i.e., anxiety, depression, eating). EMH Lesson 15 (anxiety, depression, eating disorders) ; also NPA Lesson 15 (disordered eating)
HS.MESH.5	Describe the stages of grief. EMH Lesson 11
<i>Component Extension</i>	Research community resources. EMH Lesson 16
Component: Mental, Emotional, and Social Health	
Subcomponent: Social Health	
HS.MESH.6	Identify positive ways of resolving interpersonal conflict. EMH Lesson 13
HS.MESH.7	Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity). ABST Lessons 14 & 15 ; HIV/STD Lessons 11 & 12 ; TAOD Lessons 14 & 15
<i>Component Extension</i>	Practice non-abusive behaviors. EMH Lesson 8 (effective communication) , 10 (ending relationships in healthy ways) , 12 (managing anger) ; HIV/STD Lesson 2 (respecting differences, Supplemental Lesson on Affirmative Consent)
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). <i>HealthSmart does not cover first aid.</i>
HS.FAS.2	Demonstrate hands-on CPR. <i>HealthSmart does not cover first aid.</i>
<i>Component Extension</i>	Role play emergency situations. VIP Lesson 15
Component: First Aid and Safety	
Subcomponent: Personal Safety	
HS.FAS.3	Explain how potential risks associated with technology, transportation, and high-risk behaviors affect safety. VIP Lesson 12 (risks in general) , 13 (motor vehicle) , 17 (assessing hazards) , 18 (advocating for safety)

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Component: Human Growth and Development	
Subcomponent: Relationships	
HS.HGD.1	Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community). EMH Lesson 9
HS.HGD.2	Determine the influence of families, media, cultural traditions, and economic factors on human development. ABST Lesson 10 (influences on sexual choices) , Lesson 11 (media pressure)
<i>Component Extension</i>	Negotiation/collaboration skills as helpful/harmful in resolving conflict (e.g., domestic violence, healthy dating). EMH Lesson 8, Lesson 10, Lesson 13; HIV/STD Supplemental Lesson on Affirmative Consent
Component: Human Growth and Development	
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). ABST Lesson 7
HS.HGD.4	Recognize abstinence from all sexual activity as a positive choice. ABST Lessons 9, 12, 13, 16; HIV/STD Lesson 3
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. HIV/STD Lessons 3, 4, 5, 6, 8
HS.HGD.6	Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care). ABST Lesson 8 (Note: prenatal care is not covered in <i>HealthSmart</i>)
<i>Component Extension</i>	Create short- and long-term life plans. Short term plans/commitments around specific health behaviors can be found in: ABST Lesson 5 (health habits), Lesson 16 (protecting sexual health); EMH Lesson 14; HIV Lesson 13 (protecting sexual health); TAOD Lesson 13 (drug-free future)

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Component: Substance Use and Abuse Subcomponent: Appropriate Use	
HS.SUA.1	Describe the proper use of over-the-counter and prescription drugs. TAOD Lesson 3
HS.SUA.2	Predict the benefits of a lifestyle free from chemical misuse (e.g., career goals, healthy relationships, life expectancy). TAOD Lesson 13
<i>Component Extension</i>	Compare/contrast drugs in terms of their use and abuse. TAOD Lesson 1, Lesson 2
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.). TAOD Lesson 3 (medicines) , Lesson 4 (tobacco) , Lesson 6 (alcohol) , Lesson 7 (marijuana) , Lesson 8 (legal consequences)
HS.SUA.4	Analyze the role of family, community, and cultural norms in deciding to use drugs. TAOD Lesson 10
HS.SUA.5	Articulate the effects of substance misuse and abuse on society (e.g., on school, job, crime, physical enhancement). Could be added to TAOD Lesson 2 and/or Lesson 8
HS.SUA.6	Identify common warning signs of opioid and IV drug abuse. <i>Supplemental lessons specifically on opioids are in development</i>
HS.SUA.7	Identify common symptoms of opioid prescription and IV drug overdose. <i>Supplemental lessons specifically on opioids are in development</i>
HS. SUA.8	Demonstrate how to tell a trusted adult that someone you know may be misusing drugs. EMH Lesson 16 (getting help for variety of risks)
<i>Component Extension</i>	Role playing peer pressure scenarios, multiplier effect. TAOD Lesson 14 & 15 (peer pressures)

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Component: Substance Use and Abuse Subcomponent: Risk Reduction	
HS.SUA.9	Research school and community resources for treatment and intervention. TAOD Lesson 9
HS.SUA.10	Predict the short- and long-term effects of drug use on an individual's health. TAOD Lesson 1, also effects of specific drugs in Lessons 4, 5, 6, 7
<i>Component Extension</i>	Create Public Service Announcements (PSAs) (e.g., presentation, commercial, skit). TAOD Lesson 16