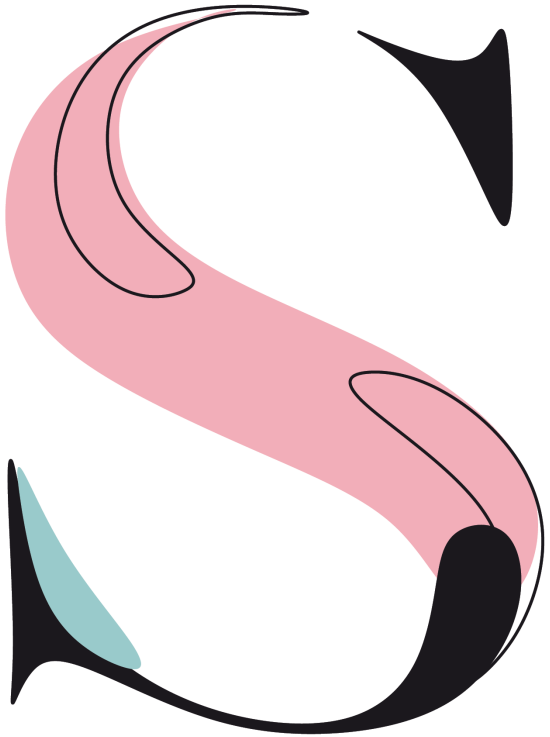
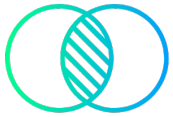


STANDARDS

HEALTH EDUCATION TODAY



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Health Education Today's High School Health Curriculum: Aligned with **all** Tennessee's Lifetime Wellness Standards for Grades 9-12

Tennessee Lifetime Wellness Standards (Grades 9-12): https://www.tn.gov/content/dam/tn/education/standards/pe/HE_Sds_9-12-Nov_2024_FINAL_for_July_2026.pdf

Tennessee Lifetime Wellness Standards Grades 9-12 (High School)::

Personal Wellness (PW): standards HS.PW.1-12

Mental, Emotional, and Social Health (MESH): standards HS.MESH.1-10

First Aid and Safety (FAS) — First Aid Procedures: standards HS.FAS.1-2

First Aid and Safety (FAS) — Vehicle Driver and Occupant Safety: standards HS.VOS.1-2

First Aid and Safety (FAS) — Technology Safety: standards HS.TS.1-4

Human Growth and Development (HGD): standards HS.HGD.1-15

Substance Use and Abuse (SUA): standards HS.SUA.1-11

Tennessee Lifetime Wellness Subcomponents::

Personal Wellness: Nutrition, Fitness, Disease Prevention. Mental, Emotional, and Social Health: Emotional Health, Mental Health, Social Health. First Aid and Safety: First Aid Procedures, Vehicle Driver and Occupant Safety, Technology Safety. Human Growth and Development: Relationships, Sexuality. Substance Use and Abuse: Appropriate Use, Health Risks, Risk Reduction.

The Tennessee Lifetime Wellness Standards Grades 9-12 were approved by the Tennessee State Board of Education in November 2024 and are effective July 1, 2026, replacing the 2016 Lifetime Wellness standards. Lifetime Wellness is Tennessee's combined health-and-wellness high school graduation requirement. The document is organized into five components divided into named subcomponents; within the First Aid and Safety component, the Vehicle Driver and Occupant Safety subcomponent is coded HS.VOS and the Technology Safety subcomponent is coded HS.TS. Each subcomponent's non-coded "Component Extension" entries are enrichment ideas, not standards.

Personal Wellness		
1. Nutrition	**HS.PW.1:** Identify the relationship between healthy eating and total wellness.	**Nutrition:** Day 1-2 (Macro/Micro functions, Hunger cues), Day 7-8 (Energy check, Blood sugar/Heart health).
	HS.PW.2: Evaluate personal nutritional and energy needs.	**Nutrition:** Day 5-6 (Recommended serving sizes analysis), Day 9-10 (SMART Power Plate meal/Plan design), Day 10 (Food log/MyFitnessPal expenditure tracking).
	HS.PW.3: Examine the relationship between diet and disease. (e.g., metabolic syndrome, hypertension, hyperlipidemia).	**Nutrition:** Day 5-6 (Sugar/Trans fats), Day 7-8 (Blood sugar/Heart health). **Diseases:** Day 5 (Lifestyle/Chronic prevention).
2. Fitness	**HS.PW.4:** Implement the health-related and skill-related components of fitness.	Review Required
	HS.PW.5: Analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness.	Review Required
	HS.PW.6: Describe and apply principles related to physical activity (i.e., principles of training, target heart rate, warm-up/cool-down).	Review Required
	HS.PW.7: Construct fitness goals (i.e., S.M.A.R.T.).	**Begin a Term:** Day 1 (Health Mission Statement). **Self-Esteem:** Day 1 (Fitness/wellness plan). **Nutrition:** Day 9-10 (SMART goal plan).
3. Disease Prevention	**HS.PW.8:** Explain the importance of preventative health care and how it contributes to overall wellness.	**Body Systems:** Day 2 (Immune/Vaccine stats). **Diseases:** Day 4 (Risk assessment), Day 5 (Lifestyle/Chronic prevention). **Sex Education:** Day 5-6 (Self-exam guides/Cancer prevention).

	HS.PW.9: Identify and explain signs, symptoms, screenings, treatment, and prevention of chronic or non-infectious diseases (e.g. cardiovascular disease, cancer, diabetes).	**Nutrition:** Day 7-8 (Blood sugar/Heart health). **Diseases:** Day 4 (NCD comparison), Day 5 (Family History). **End a Term:** Day 1 (MC Questions 11-12).
	HS.PW.10: Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).	**Body Systems:** Day 2 (Immune/Vaccine stats). **Diseases:** Day 4 (STI Stigma challenge). **Sex Education:** Day 7-8 (STI transmission).
	HS.PW.11: Analyze the difference between infectious and non-infectious diseases.	**Diseases:** Day 4 (NCD comparison). **End a Term:** Day 1 (MC Questions 11-12).
	HS.PW.12: Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).	**Body Systems:** Day 2 (Immune/Vaccine stats), Day 3 (UTIs/Hygiene). **Diseases:** Day 5 (Lifestyle/Chronic prevention). **Sex Education:** Day 5-6 (Self-exam guides/Cancer prevention).

Mental, Emotional, and Social Health		
1. Emotional Health	**HS.MESH.1:** Identify emotions and their effects on the mind and body.	**Begin a Term:** Day 2 (Fight/Flight/Freeze). **Empathy:** Day 2 (Emotional vocabulary). **Mental Health:** Day 3-4 (Naming it to tame it). **Stress:** Day 1-2 (Automatic reactions), Day 3-4 (Foggy brain/Headaches). **Conflict:** Day 1 (Clenched fists).
	HS.MESH.2: Recognize stressors and formulate personal stress management techniques.	**Begin a Term:** Day 2 (Check-ins). **Mental Health:** Day 1-2 (Stress-Relief Jar), Day 3-4 (Mental Health Toolbox). **Stress:** Day 1-2 (Reduction strategy), Day 5-6 (Temperature Reset), Day 9-10 (Toolkit).

	HS.MESH.3: Design useful strategies for suicide prevention.	**Mental Health:** Day 5-6 (Crisis plan). **Stress:** Day 5-6 (Safety Plan, Warning sign response), Day 7-8 (Help prompts). **First Aid:** Day 4 (ALGEE model). **End a Term:** Day 1 (MC 40).
	HS.MESH.4: Identify ways to develop self-care behaviors.	**Self-Esteem:** Day 1 (Gratitude Rock), Day 2 (Nature Walk), Day 3 (Breathing/Visualization). **Mental Health:** Day 9-10 (Personal Mental Health Plan). **Stress:** Day 9-10 (Habit building).
	HS.MESH.5: Identify and explain adverse childhood experiences.	**Self-Esteem:** Day 2 (Early Experiences). **Mental Health:** Day 9-10 (Post-traumatic growth). **Violence:** Day 4 (Ripple effects).
2. Mental Health	**HS.MESH.6:** Examine characteristics of mental health conditions (i.e., anxiety, depression, and eating).	**Mental Health:** Day 1-2 (Wellness spectrum), Day 9-10 (NAMI stats). **Stress:** Day 3-4 (Sadness vs Clinical Depression). **Nutrition:** Day 3-4 (Clinical complexity of Anorexia/Bulimia). **Diseases:** Day 4 (Disorders as disease).
	HS.MESH.7: Describe the stages of grief.	**Stress:** Day 7-8 (Grief Map, Processing grief, Journaling/Art).
	HS.MESH.8: Explain when to seek help for mental and emotional health concerns (provide local resources and national 988).	**Begin a Term:** Day 2 (School counselors/nurses). **Mental Health:** Day 1-2 (Counselors/Support groups), Day 5-6 (Crisis Text Line). **Stress:** Day 3-4 (Valid points of help), Day 5-6 (988).
3. Social Health	**HS.MESH.9:** Identify positive ways of resolving interpersonal conflict.	**Empathy:** Day 2 (Active Listening). **Conflict:** Day 1 (Assertiveness/I-statements, Negotiation), Day 2 (Accountability/Repair). **Violence:** Day 5 (Nonviolent Communication).

	HS.MESH.10: Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).	**Empathy:** Day 4 (Saying No). **Dangerous Decisions:** Day 3 (Refusal/Negotiation skills). **Violence:** Day 4 (Refusal/Advocacy). **Sex Education:** Day 3-4 (Clear "No" strategies).

First Aid and Safety: First Aid Procedures		
First Aid Procedures	**HS.FAS.1:** Identify and demonstrate the skills necessary in responding to medical emergencies (e.g., common injuries, AED, choking).	**Nutrition:** Day 5-6 (Allergies/EpiPen). **First Aid:** Day 1 (3 Ps, Immediate measures), Day 2 (ABCDE), Day 3 (R.I.C.E./FAST, Degree of burns), Day 4 (Seizures/Asthma, Poison Control), Day 5 (Bleeding/Simulations). **End a Term:** Day 1 (Scene Safety Scenario).
	HS.FAS.2: Demonstrate hands-on CPR.	**First Aid:** Day 2 (Hands-only CPR/AED sequence, Life/Death operations).

First Aid and Safety: Vehicle Driver and Occupant Safety		
Vehicle Driver and Occupant Safety	**HS.VOS.1:** Explain the 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).	**Dangerous Decisions:** Day 1 (Risky driving), Day 3 (Distracted driving CDC data). **Alcohol:** Day 2 (BAC limits). **End a Term:** Day 1 (Scene Safety Scenario).
	HS.VOS.2: Explain the four levels of the Tennessee Graduated Driver's License laws.	Review Required

First Aid and Safety: Technology Safety		
Technology Safety	**HS.TS.1:** Identify how people utilize technology to build relationships and to abuse and exploit relationships.	**Empathy:** Day 3 (Cyberbullying). **Mental Health:** Day 7-8 (Digital Personas, Jealousy/Control). **Dangerous Decisions:** Day 3 (Grooming/catfishing alerts). **Violence:** Day 4 (Technology influences).
	HS.TS.2: Identify the risks associated with sexting.	**Mental Health:** Day 7-8 (Cyberbullying/Digital footprints). **Dangerous Decisions:** Day 3 (Sexting laws, Sexting/Digital footprint leaks). **Sex Education:** Day 1-2 (Sexting consequences). **End a Term:** Day 1 (Digital content legalities).
	HS.TS.3: Define online sexual exploitation.	**Dangerous Decisions:** Day 1 (Law Table Item 7), Day 3 (Sexting/Digital footprint leaks), Day 3 (Grooming/catfishing alerts).
	HS.TS.4: Explain ways to create and maintain a safe, positive online environment.	**Empathy:** Day 3 (Cyberbullying). **Mental Health:** Day 7-8 (Online Hygiene Plan, Digital Balance). **Dangerous Decisions:** Day 3 (Digital safety). **Violence:** Day 4 (Doxxing prevention). **End a Term:** Day 1 (Online Data Scenario).

Human Growth and Development		
1. Relationships	**HS.HGD.1:** Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).	**Empathy:** Day 4 (Boundaries). **Conflict:** Day 2 (Relationship wellness). **Sex Education:** Day 3-4 (Trust/Equality/Boundaries, Gaslighting vs respect).

	HS.HGD.2: Determine the influence of families, media, cultural traditions, and economic factors on human development.	**Begin a Term:** Day 1 (Belief formation), Day 2 (Social Determinants). **Self-Esteem:** Day 1 (Media/Family), Day 2 (Peer Influence). **Diversity:** Day 2 (Social Determinants/Barriers). **Nutrition:** Day 9-10 (Economic access).
	HS.HGD.3: 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.	**Violence:** Day 4 (Ripple effects). **Sex Education:** Day 7-8 (RAINN/Survivor support).
	HS.HGD.4: Evaluate how to reduce the risks of becoming a victim of abuse and the process to report.	**Violence:** Day 5 (Protective Factors, Bystander/Confidential reporting). **Sex Education:** Day 3-4 (Clear "No" strategies), Day 7-8 (RAINN/Survivor support).
	HS.HGD.5: 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.	**Begin a Term:** Day 2 (School counselors/nurses). **Violence:** Day 5 (Crisis lines). **Sex Education:** Day 7-8 (RAINN/Survivor support).
	HS.HGD.6: Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.	Review Required
2. Sexuality	**HS.HGD.7:** Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).	**Body Systems:** Day 3 (Sperm/Egg production, Testosterone/Estrogen). **Sex Education:** Day 5-6 (Structures/Functions, Development/Lifespan literacy), Day 7-8 (Fertilization).
	HS.HGD.8: Recognize abstinence from all sexual activity as a positive choice.	**Sex Education:** Day 3-4 (Clear "No" strategies), Day 9-10 (Abstinence proactive choice, 45% of teens statistic).

	HS.HGD.9: 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.	**Sex Education:** Day 7-8 (Contraceptive effectiveness/PrEP, STI transmission), Day 7-8 (Pregnancy options), Day 9-10 (Abstinence proactive choice).
	HS.HGD.10: Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).	**Body Systems:** Day 3 (UTIs/Hygiene, Reproductive wellness plan). **Sex Education:** Day 5-6 (Self-exam guides/Cancer prevention), Day 7-8 (Testing bookmarks).
	HS.HGD.11: Explain adoption and the types of adoption (open, semi-open, and closed).	Review Required
	HS.HGD.12: Analyze the benefits of adoption.	Review Required
	HS.HGD.13: Identify and give examples of multi-cultural, blended, or "different" families (adoption or foster).	Review Required
	HS.HGD.14: Describe the protections in the Tennessee Safe Haven law for the voluntary surrender of an unharmed infant by the mother.	Review Required
	HS.HGD.15: Identify the benefits of high school graduation, postsecondary enrollment, marriage, and raising a family, and analyze how the completion of these events, in the order listed, can influence personal and societal outcomes.	**Begin a Term:** Day 1 (Future letter 1/5/10yr). **Sex Education:** Day 7-8 (Parenting/Financial effects). **End a Term:** Day 1 (Long-term goal mapping).

Substance Use and Abuse		
1. Appropriate Use	**HS.SUA.1:** Describe the proper use of over-the-counter and prescription drugs.	**Drugs:** Day 2 (Prescription/OTC drug forms).

	HS.SUA.2: Predict the benefits of a lifestyle free from chemical misuse (e.g., career goals, healthy relationships, life expectancy).	**Alcohol:** Day 4 (Future you letter). **End a Term:** Day 1 (Long-term goal mapping).
2. Health Risks	**HS.SUA.3:** Summarize the consequences of drug use. (i.e., alcohol, tobacco [e-cigs/vaping], prescription medications, marijuana, etc.).	**Dangerous Decisions:** Day 2 (Alcohol, Nicotine, Cannabis, Opioids). **Alcohol:** Day 3 (AUD chronic nature). **Drugs:** Day 2 (Tolerance). **Tobacco:** Day 1 (Prefrontal cortex effects). **End a Term:** Day 1 (MC 1-3).
	HS.SUA.4: Analyze the role of family, community, and cultural norms in deciding to use drugs.	**Dangerous Decisions:** Day 1 (Peer Pressure). **Alcohol:** Day 4 (Family addiction roles). **Drugs:** Day 2 (Industry marketing impact), Day 4 (Systemic inequities/Stigma).
	HS.SUA.5: Articulate the effects of substance misuse and abuse on society (e.g., on school, job, crime, and physical enhancement).	**Dangerous Decisions:** Day 1 (Legal outcomes). **Alcohol:** Day 3 (Criminal records). **Drugs:** Day 3 (Possession/Misuse consequences), Day 4 (Systemic inequities/Stigma).
3. Risk Reduction	**HS.SUA.6:** Identify common warning signs of opioid and IV drug abuse.	**Dangerous Decisions:** Day 2 (Tolerance/Dependence). **Drugs:** Day 1 (Signs of addiction, Injection route risks), Day 2 (Tolerance).
	HS.SUA.7: Identify common symptoms of opioid prescription and IV drug overdose.	**Dangerous Decisions:** Day 2 (911/Narcan). **First Aid:** Day 4 (Poison Control). **Alcohol:** Day 1-4 (Overdose/Poisoning response). **Drugs:** Day 3 (Narcan administration).
	HS.SUA.8: Demonstrate how to tell a trusted adult that someone you know may be misusing drugs.	**Dangerous Decisions:** Day 2 (Good Samaritan laws). **Alcohol:** Day 4 (Safe community advocacy). **Drugs:** Day 3 (Harm reduction leadership).

	HS.SUA.9: Identify ingredients present in e-cigarettes and vape devices.	**Tobacco:** Day 1 (Vape aerosol chemistry).
	HS.SUA.10: Recognize the myths about the safety of vaping.	**Tobacco:** Day 1 (Vape ad decoding).
	HS.SUA.11: Identify the health risks associated with vaping caused by both the vaping device mechanism and the ingredients.	**Tobacco:** Day 1 (Prefrontal cortex effects), Day 1 (Vape aerosol chemistry).