Tennessee Health

Lifetime Wellness: Grades 9, 10, 11, 12

Adopted 2007

Disease Prevention and Control

The student will identify the causes, signs and symptoms, treatments and prevention of communicable and non-communicable diseases related to total wellness and health maintenance.

1.1 differentiate communicable and non-communicable diseases.

1.2 determine heredity, environmental and lifestyle factors which place the student at risk for disease.

1.3 describe different types of pathogens and how they affect health.

1.4 explain causes, modes of transmission, signs and symptoms, treatments and prevention of Communicable diseases (e.g., STIs, HIV/AIDS, mononucleosis).

1.5 explain causes, signs and symptoms, treatments and prevention of non-communicable diseases (e.g., obesity, Type I and Type II diabetes, asthma, heart disease).

1.6 identify appropriate community agencies providing resources for disease treatment, information and support (e.g., local health department, American Red Cross, American Lung Association, American Heart Association, American Cancer Society, local Crisis Pregnancy Center).

1.7 recognize the need for annual physical exams.

1.8 identify the physician as a community resource and discuss ways to locate a physician. (e.g., local health departments, insurance provider lists, hospitals, clinics)

Mental, Emotional and Social Health

The student will acquire the knowledge and skills necessary to make informed decisions regarding their mental, emotional and social well-being.

2.1 identify and describe Maslow's Hierarchy of Needs.

2.2 describe characteristics of mental, emotional and social health.

2.3 identify various emotions and their effects on the mind and body.

2.4 explain how to develop and maintain a positive self-concept and high self-esteem.

2.5 list the factors that affect personality development.

6 recognize stressors and formulate personal stress management techniques.

7 identify and practice coping, negotiation, delaying and refusal skills.

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	2.8 describe stages of the grief process. 2.9 identify positive ways of resolving interpersonal conflict. 2.10 recognize the signs of potential suicide. 2.11 examine characteristics of mental disorders.<ol type="a"> - anxiety disorders (e.g., phobias, obsessive-compulsive, panic, post-traumatic stress disorders). - affective disorders (e.g., clinical depression, bipolar disorder). - personality disorders (e.g., anti-social personality disorder, passive-aggressive personality disorder, schizophrenia). - eating disorders (e.g., anorexia nervosa, bulimia nervosa) 2.12 identify community resources providing information for mental health and suicide prevention.
Nutrition	**The student will assess the effects of nutritional choices and incorporate strategies that contribute to an improved quality of life.** 3.1 identify the six classes of nutrients and describe their functions. 3.2 evaluate personal nutritional and energy needs. 3.3 compare and contrast dietary guidelines (e.g., USDA, Mayo, Harvard). 3.4 identify the relationship between healthy eating and total wellness. 3.5 discuss eating disorders and their effects on the total wellness of the individual. 3.6 assess personal daily dietary practices to each of the categories to the current USDA Food Guide Pyramid. 3.7 interpret information provided on food labels. 3.8 identify "fad diets" and their impact on total wellness. 3.9 describe food safety including food storage, cooking and sanitation. 3.10 identify factors that influence food choices (e.g., culture, family/friends, advertising, time and money, emotions, taste, spiritual beliefs). 3.11 examine the relationship between diet and disease (e.g., obesity, hypertension, diabetes, elevated cholesterol levels).
Personal Fitness	**The student will acquire the knowledge and skills necessary to achieve and maintain a health-enhancing level of personal fitness.** 4.1 identify and define concepts of physical fitness <ol type="a"> - identify and describe the health-related components of physical fitness (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition). - identify and describe the skill-related components of physical fitness (i.e., balance, reaction time, speed, power, agility, coordination). 4.2 identify the anatomy and the functions of the muscular, skeletal and cardiovascular systems.

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	4.3 describe and apply principles related to physical activity. <ol type="a"> - describe and demonstrate proper warm-up and cool-down procedures when participating in physical activity. - define the training principles of overload, progression, and specificity. - describe the F.I.T.T. (frequency, intensity, time and type) principle. - calculate resting, target and maximum heart rate as it relates to personal fitness planning.
	4.4 apply proper safety practices when participating in physical activity.
	4.5 analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness and activity goals. <ol type="a"> - assess individual health-related fitness levels by measuring flexibility, cardiovascular endurance, muscular strength, muscular endurance and body composition using appropriate methods. - design a personal fitness plan and set goals based on the health-related fitness assessment results that will lead to, or maintain, a satisfactory fitness level. - select aerobic and anaerobic activities needed for successful participation in lifetime activities (e.g., aerobic walking, circuit training, cycling, dance aerobics, racquet activities, rhythmic movement, rock climbing, rope jumping, rowing, running, skating, snow skiing, step aerobics, strength training, swimming, water aerobics). - demonstrate improvement in the health-related fitness components.
	4.6 list the health problems associated with inadequate levels of health-related fitness.
	4.7 distinguish between facts and fallacies as related to fitness products, services and marketing.
	4.8 discuss the social, emotional, physical and mental benefits associated with participation in physical fitness activities.
	4.9 identify resources and facilities in the community that promote physical fitness and wellness.
Safety and First-Aid	**The student will acquire the knowledge and skills necessary to recognize, respond and apply appropriate procedures to accidental and life-threatening situations.**
	5.1 identify hazardous and life-threatening situations and the consequences of each.
	5.2 explain how individual attitudes and behaviors affect personal safety and the safety of others. <ol type="a"> - identify potential hazards associated with technology (e.g., internet, cell phones, digital cameras, video games). - analyze and apply strategies to avoid or manage conflict associated with school violence and bullying (e.g., harassment, name calling, teasing, exploitation, physical contact). - recognize and apply personal safety guidelines regarding modes of transportation (e.g., automobile, motorcycle, bicycle, all-terrain vehicles, marine vehicles, skateboards, utility vehicles). - identify dangers associated with participating in high-risk behaviors (e.g., misuse of firearms, not using safety equipment including seatbelts, impaired driving).
	5.3 identify and demonstrate the skills necessary in responding to medical emergencies.
	5.4 describe and demonstrate proper first aid techniques for common injuries.
	5.5 identify and demonstrate the steps for aiding a choking victim.

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	5.6 explain and demonstrate the steps used in administering Cardiopulmonary Resuscitation (CPR), rescue breathing and the use of an Automated External Defibrillator (AED).
Sexuality and Family Life	**The student will examine human sexuality (e.g., biology, behavior, responsibilities, attitudes) and recognize the influence of society and family values on decision making.** 6.1 define the aspects of positive relationships (e.g., family, dating, friendship, professional, community). 6.2 examine the influence of families, cultural traditions and economic factors on human development (e.g., personality, values, sexuality, self-esteem). 6.3 describe gender differences, expectations and biases often encountered in today's society and compare them to the past. 6.4 explain human reproduction (i.e., male and female reproductive systems, pregnancy). 6.5 Recognize the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care). 6.6 recognize abstinence from all sexual activity as a positive choice. 6.7 identify and practice skills needed to resist persuasive tactics regarding sexual activity. 6.8 identify the potential outcomes of engaging in sexual behaviors (e.g., pregnancy, STIs including HIV/AIDS, emotional)., 6.9 compare various contraceptive methods. 6.10 identify short-term and long-term effects of sexual harassment and date rape. 6.11 discuss the alternatives of an unplanned pregnancy (e.g., adoption, single parenting, marriage, abortion). 6.12 discuss the consequences associated with teen pregnancy (e.g., physical, mental, emotional, social, economical). 6.13 examine the lifelong responsibilities and requirements of parenthood.
Substance Use and Abuse	**The student will differentiate appropriate and inappropriate use of chemical substances.** 7.1 describe the illegal use of alcohol, tobacco and other chemical substances. 7.2 identify the effects of substance misuse and abuse on society (e.g., school, crime, disease, pregnancy, STI, job, personal relationships, physical enhancement, athletic performance). 7.3 recognize that combining chemical substances can have serious consequences (e.g., death, injury, sensory impairments). 4 identify school and community resources for treatment and intervention (e.g., DARE, school counselor, teacher, local health department, hotlines, Alcoholics Anonymous).

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7.5 identify strategies to avoid misuse of chemical substances.

7.6 explain the effects of chemical substances on total wellness.

7.7 list the benefits of a lifestyle free from chemical misuse.