

Goodheart-Willcox Publisher Correlation of Comprehensive Health ©2018 to Tennessee Department of Education Lifetime Wellness Standards Course: Lifetime Wellness – Grades 9-12 (3303)	
STANDARD	CORRELATING PAGES
Component: Personal Wellness Subcomponent: Nutrition	
HS.PW.1 Identify the relationship between healthy eating and total wellness.	47–48, 49 (#2), 69, 89 (Real World Health), 665
HS.PW.2 Evaluate personal nutritional and energy needs.	81–85, 87 (Personal Profile), 89 (Real World Health), 100 (#6, 8, 10)
HS.PW.3 Examine the relationship between diet and disease. (e.g., metabolic syndrome, hypertension, hyperlipidemia).	47–48, 49 (#2), 81, 110, 110 (#5), 126 (#11)
<i>Component Extension</i> - Interpret food labels, critique fad diets, and recognize food safety practices	91–94, 97, 99 (#1–3, 5–6), 101 (#18–19, 25), 103 (#31–33), 124, 125 (#5)
Component: Personal Wellness Subcomponent: Fitness	
HS.PW.4 Implement the health-related and skill-related components of fitness.	170–180, 183 (#1, 8–9), 194 (#34)
HS.PW.5 Analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness.	166–168, 168 (#5), 180–183, 192 (#11, 13)
HS.PW.6 Describe and apply principles related to physical activity (i.e., principles of training, target heart rate, warmup/ cool-down).	172–176, 180, 183 (#5, 7, 12), 185, 191 (#2), 193 (#17)
HS.PW.7 Construct fitness goals (i.e., S.M.A.R.T.).	22–23, 24 (#2), 34 (#29), 166, 194 (Hands-On Activity)
<i>Component Extension</i> - Research community resources that promote fitness and wellness	166–168, 194 (#36)
Component: Mental, Emotional, and Social Health Subcomponent: Emotional Health	
HS.MESH.1 Identify emotions and their effects on the mind and body.	444–447, 449 (#1–2, Real World Health), 470 (#26)
HS.MESH.2 Recognize stressors and formulate personal stress management techniques.	475–479, 479 (#1–3, Real World Health), 491–494, 495 (#2, 4, Real World Health), 496 (#2, 5), 497 (#22–24)
HS.MESH.3 Design useful strategies for suicide prevention.	514–515, 515 (#4, Real World Health)
<i>Component Extension</i> - Self-esteem project	457–460, 470 (#25, Hands-On Activity)

Component: Mental, Emotional, and Social Health	
Subcomponent: Mental Health	
HS.MESH.4 Examine characteristics of mental health conditions (i.e., anxiety, depression, and eating).	503–507, 507 (#1–7, Real World Health), 522 (#1–5), 524 (Hands-On Activity)
HS.MESH.5 Describe the stages of grief.	691–693, 693 (#5)
<i>Component Extension</i> - Research community resources.	518, 521 (Real World Health), 524 (#24)
Component: Mental, Emotional, and Social Health	
Subcomponent: Social Health	
HS.MESH.6 Identify positive ways of resolving interpersonal conflict.	534–536, 537 (#7, Real World Health), 559–561, 561 (#2, Real World Health), 586 (#29)
HS.MESH.7 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).	23–24, 24 (#3), 278–279, 279 (#5), 281 (#18), 282 (#20), 307–308, 311 (#5), 341, 343 (#7), 385–386, 387 (Real World Health), 404 (#7), 743
<i>Component Extension</i> - Practice non-abusive behaviors.	534–536, 537 (#7, Real World Health), 542–543, 546–549, 551 (#1), 554 (Hands-On Activity), 559–561, 561 (#2, Real World Health)
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).	785–786, 789–803, 804 (#20–26), 805 (#27–38, 45, 47)
HS.FAS.2 Demonstrate hands-on CPR.	789, 805 (#47)
<i>Component Extension</i> - Role play emergency situations	785–786, 789–803, 805 (#45, 47)
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.	45 (Warm-Up Activity), 46–49, 49 (#1–6), 69 (#11, 13), 293 (Warm-Up Activity), 383–384, 387 (#6), 544 (Research in Action), 565–566, 775–776, 805 (#46)
Component: Human Growth and Development	
Subcomponent: Relationships	
HS.HGD.1 Examine the aspects of positive relationships (e.g.	531, 537 (#1), 540, 542–543, 544 (#1, Real World Health), 546–549, 551 (#1), 554 (Hands-On Activity)
HS.HGD.2 Determine the influence of families	304, 438 (#18), 531, 537 (#2)
<i>Component Extension</i> - Negotiation/collaboration skills as helpful/harmful in resolving conflict (e.g., domestic violence, healthy dating).	534–536, 537 (#7, Real World Health), 559–561, 561 (#2, Real World Health), 586 (#32)
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).	598–604, 604 (#1–8, Real World Health), 606–609, 624 (#8), 632–633, 636 (#3), 676–677, 679 (#3–4)

HS.HGD.4 Recognize abstinence from all sexual activity as a positive choice.	385–386, 396 (Real World Health), 406 (#30), 702–703, 730 (#1), 732 (#36), 742–743
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.	385–387, 387 (#4), 406 (#30), 702–703, 708–712, 714–719, 721–724, 730 (#1–7, 8–16), 731 (#17–25, 26–32), 732 (#36), 742–743
HS.HGD.6 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).	611–616, 616 (#1–9), 618–623
<i>Component Extension</i> - Create short- and long-term life plans.	22–23, 406 (#28, 29), 732 (#34), 756 (Hands-On Activity)
Component: Substance Use and Abuse Subcomponent: Appropriate Use	
HS.SUA.1 Describe the proper use of over-the-counter and prescription drugs.	319–325, 325 (#5)
HS.SUA.2 Predict the benefits of a lifestyle free from chemical misuse (e.g., career goals, healthy relationships, life expectancy).	306 (Before You Read), 335, 343 (Real World Health)
<i>Component Extension</i> - Compare/Contrast drugs in terms of their use and abuse	322–325, 325 (#6), 327–336
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, etc.).	260–265, 265 (#1–6), 282 (Hands-On Activity), 287–288, 294–299, 299 (#1, 4), 322–323, 327–336, 336 (#2–4, 6, 7), 341, 346 (Hands-On Activity)
HS.SUA.4 Analyze the role of family	34 (Hands-On Activity), 62 (#29), 133–134, 146, 270, 303–304, 339–340, 476, 514
HS.SUA.5 Articulate the effects of substance misuse and abuse on society (e.g., on school, job, crime, physical enhancement).	282 (#20), 298, 299 (#1, 6), 314 (#22), 341, 343 (#4), 345 (#20)
<i>Component Extension</i> - Role playing peer pressure scenarios	282 (#20)
Component: Substance Use and Abuse Subcomponent: Risk Reduction	
HS.SUA.6 Research school and community resources for treatment and intervention.	279 (#6), 309, 311 (#6), 341–343
HS.SUA.7 Predict the short- and long-term effects of drug use on an individual's health.	260–265, 265 (#1–8, Real World Health), 282 (Hands-On Activity), 294–299, 299 (#1, 4, 6), 314 (#22), 322–323, 327–336, 336 (#6)
<i>Component Extension</i> - Create Public Service Announcements (PSAs) (e.g., presentation, commercial, skit).	282 (#21), 336 (#8), 346 (Hands-On Activity)